



Kindergarten

Skills 3

Activity Book

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Skills 3

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

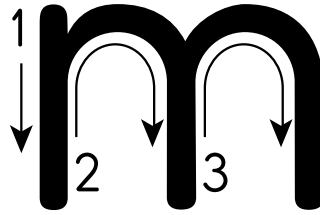
NAME: _____

DATE: _____

1.1

Activity Page

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.



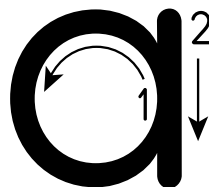
NAME: _____

DATE: _____

2.1

Activity Page

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



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



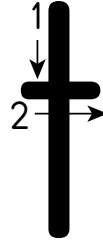
NAME: _____

DATE: _____

3.1

Activity Page

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



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



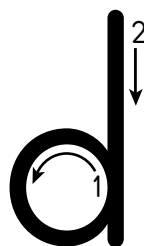
NAME: _____

DATE: _____

4.1

Activity Page

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



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



NAME: _____

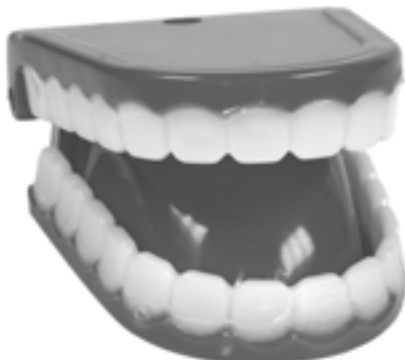
DATE: _____

4.2

Take-Home

Dear Caregiver,

Please help your student cut out the picture cards on this page. On Activity Page 4.3, have your student glue or tape the cards with pictures beginning with the /m/ sound (moon, monkey, mouse) under the 'm' heading. Next, glue or tape cards with pictures beginning with the /t/ sound (toes, teeth, tiger) under the 't' heading.



NAME: _____

DATE: _____

4.3

Take-Home

Dear Caregiver,

Please have your student glue the pictures from Activity Page 4.2 here. Affix pictures of things beginning with the /m/ sound under the 'm' heading and pictures beginning with the /t/ sound under the 't' heading.

m

t

NAME: _____

DATE: _____

5.1

Activity Page

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

1. mad



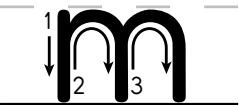
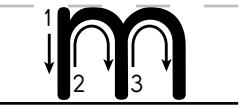
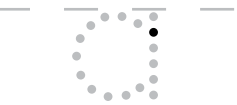
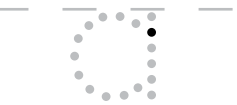
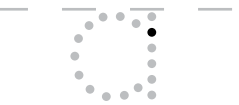
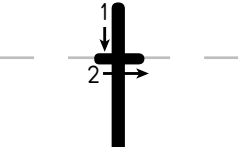
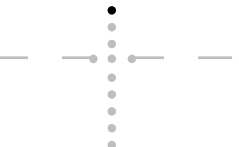
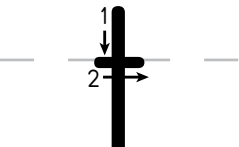
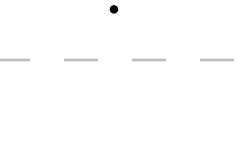
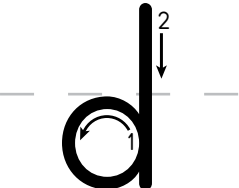
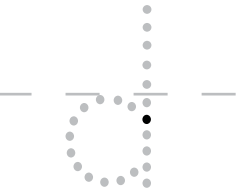
2. dad



3. mat



Directions: Have students trace and copy the letters. Students should say the sounds as they write the letters.

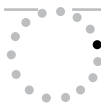
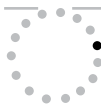
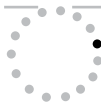
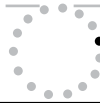
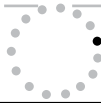
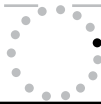
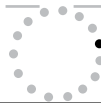
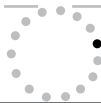
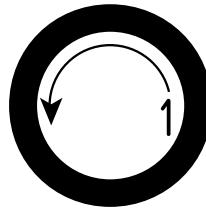
NAME: _____

DATE: _____

6.1

Activity Page

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



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



NAME: _____

DATE: _____

6.2

Take-Home

Dear Caregiver,

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

As an extension of this activity, you may ask your student to copy the words on a sheet of paper and/or copy selected words and illustrate them.

Please keep the word cards for future practice.

ad	dot	dad
am	mad	mom
at	mat	tot



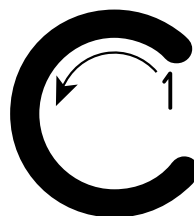
NAME: _____

DATE: _____

7.1

Activity Page

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.



NAME: _____

DATE: _____

7.2

Take-Home

Dear Caregiver,

Please help your student cut out the picture cards on this page. On Activity Page 7.3, have your student glue or tape the cards with pictures beginning with the /a/ sound (ax, apple, alligator) under the 'a' heading. Next, glue or tape cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the 'o' heading.



NAME: _____

DATE: _____

7.3

Take-Home

Dear Caregiver,

Please have your student glue or tape the pictures from Activity Page 7.2 here. Affix pictures beginning with the /a/ sound under the 'a' heading and pictures beginning with the /o/ sound under the 'o' heading.

a

o

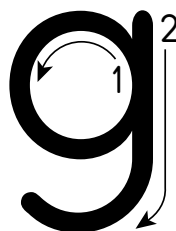
NAME: _____

DATE: _____

8.1

Activity Page

Directions: Have students trace and copy the letter 'g'. The motion can be described as 1. circle to the left, 2. fish hook ending below the bottom line. Student should say the sound as they write the letter.



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



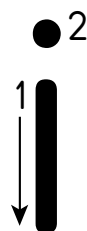
NAME: _____

DATE: _____

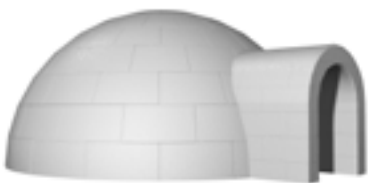
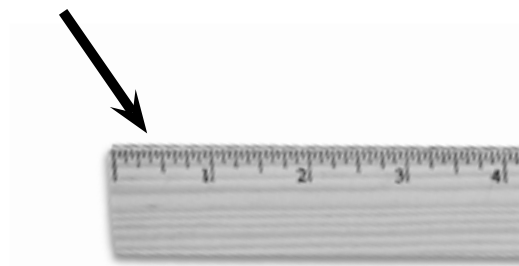
9.1

Activity Page

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



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



NAME: _____

DATE: _____

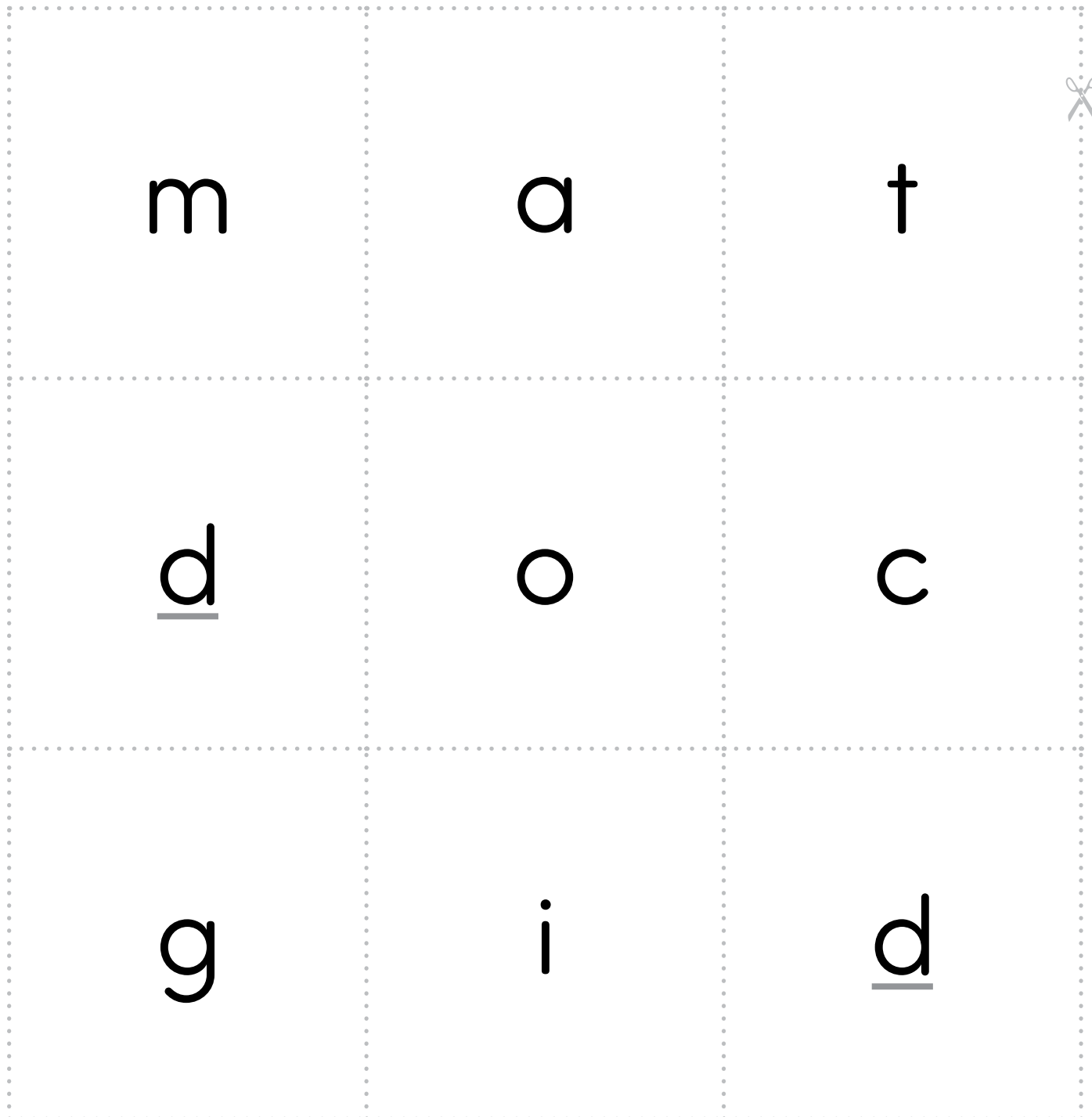
9.2

Take-Home

Dear Caregiver,

Help your student cut out the letter cards. Arrange the cards to make the words “mat,” “dad,” “got,” “cat,” “dog,” “dig,” “did,” “mad,” “tag,” and “cot.” Have your student blend and read the words.

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



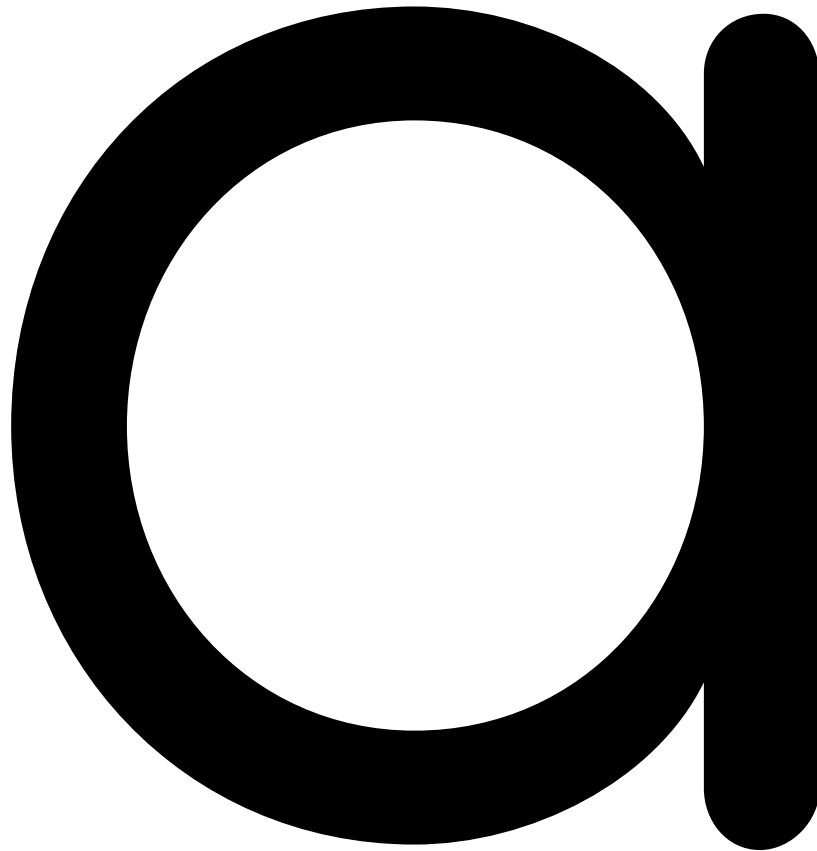
NAME: _____

DATE: _____

10.1

Activity Page

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



Q

NAME: _____

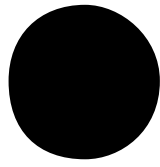
DATE: _____

10.2

Activity Page

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





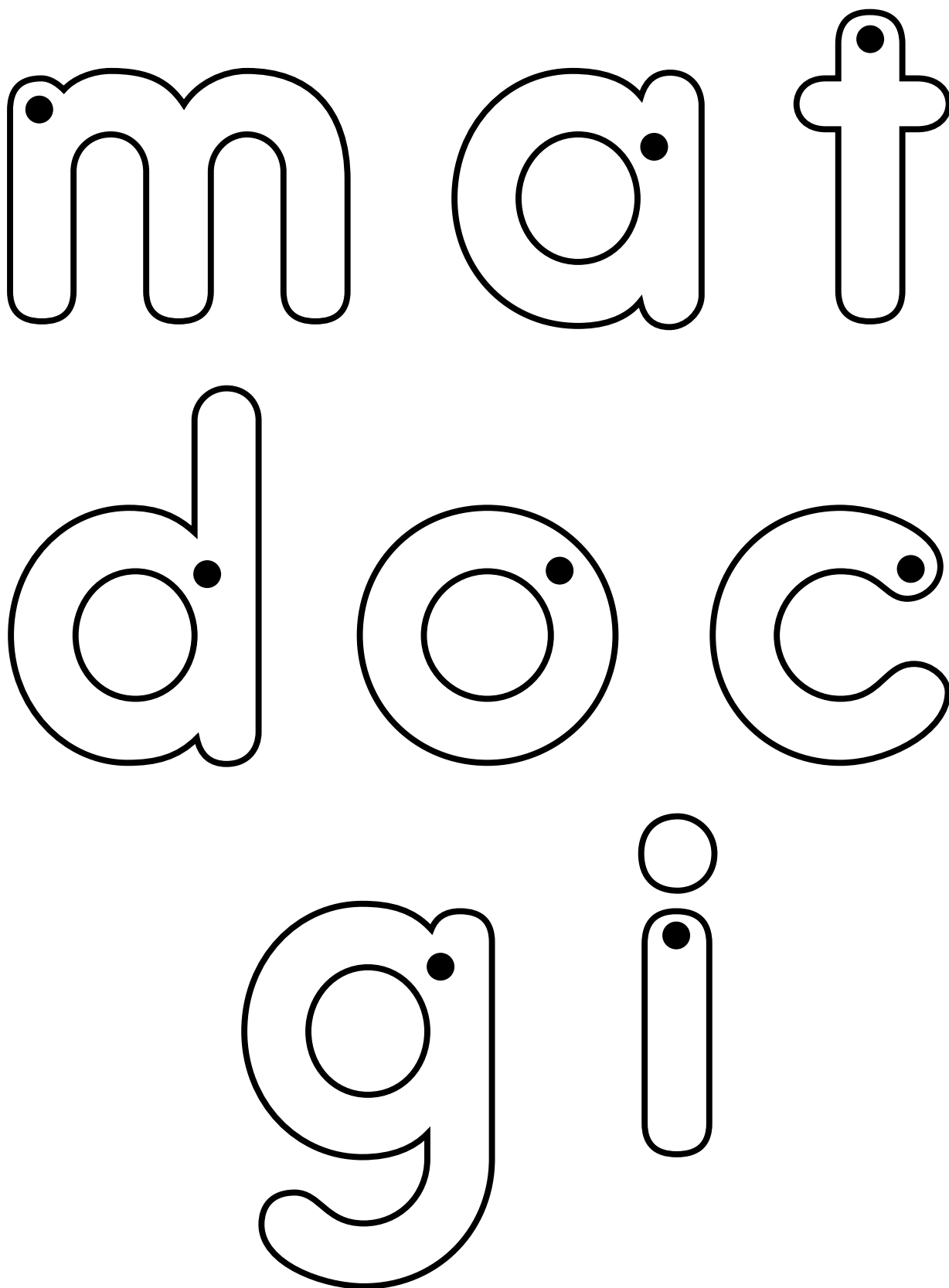
NAME: _____

DATE: _____

10.3

Activity Page

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



NAME: _____

DATE: _____

10.4

Take-Home

Dear Caregiver,

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

1. cat



2. dog



3. tag



4. mom



5. mad



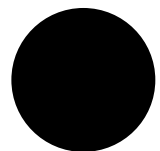
6. dig



7. dot



8. dad



9. mat



NAME: _____

DATE: _____

11.1

Activity Page

1. cat



_____	_____
-----	-----
_____	_____

2. dog



_____	_____
-----	-----
_____	_____

3. dam



_____	_____
-----	-----
_____	_____

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

4. dig

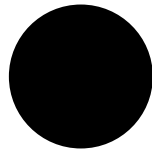


5. dad





6. cot



NAME: _____

DATE: _____

11.2

Activity Page

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

1. cot cat mat dot

2. dog got did tag

3. at cat mad mat

4. dot tot got dog

5. gig cot dig dim

6. mad mom dot dim

7. tot dig tag dad

8. cat did dad dog

9. mad tad mat dad

10 cat mat got cot

NAME: _____

DATE: _____

11.3

Take-Home

Dear Caregiver,

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

Extension: Read the words aloud and have your student write the sounds down, one at a time.

Please keep the cards for future practice.

mom	cat	tag
it	did	dig
got	cot	dim



NAME: _____

DATE: _____

12.1

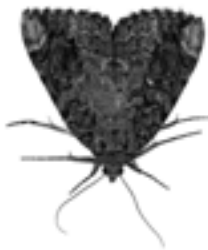
Activity Page

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

1. doc



2. mat



3. tag



4. mad



5. cat



6. cot



NAME: _____

DATE: _____

12.2

Assessment

Unit 3 Reading Assessment (Part 2) Record Sheet

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

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
Example: hat /h/ /a/ /t/	/h/ /a/ /d/	/h/ /a/ /t/
1. cat /k/ /a/ /t/		
2. mom /m/ /o/ /m/		
3. dog /d/ /o/ /g/		
4. tag /t/ /a/ /g/		
5. mat /m/ /a/ /t/		
6. dad /d/ /a/ /d/		
7. dot /d/ /o/ /t/		
8. mad /m/ /a/ /d/		
9. dig /d/ /i/ /g/		
10. cot /k/ /o/ /t/		
TOTAL CORRECT	/30	

SUBTOTAL:

'c' > /k/ (1,10) ____/2

'a' > /a/ (1,4,5,6,8) ____/5

't' > /t/ (1,4,5,7,10) ____/5

'm' > /m/ (2,5,8) ____/4

'o' > /o/ (2,3,7,10) ____/4

'd' > /d/ (3,6,7,8,9) ____/6

'g' > /g/ (3,4,9) ____/3

'i' > /i/ (9) ____/1

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.

	d c	a i	h t
---	--------	--------	--------

	d h	o e	g t
---	--------	--------	--------

	t c	o a	g t
---	--------	--------	--------

	d m	i o	m g
---	--------	--------	--------

	t c	o a	g t
--	--------	--------	--------

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

NAME: _____

DATE: _____

13.2

Take-Home

Dear Caregiver,

Have your student cut out the mini-book along the dotted line. Fold twice so the tricky word *one* 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.

oneoneoneoneoneoneoneone

NAME: _____

DATE: _____

13.3

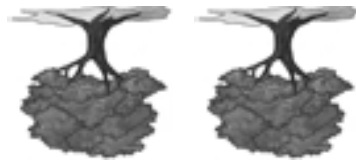
Take-Home

Dear Caregiver,

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



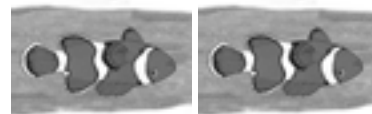
two



two



two



two

twoonetwotwo

NAME: _____

DATE: _____

14.1

Activity Page

1. dad



_____	_____
-----	-----
_____	_____

2. dog



_____	_____
-----	-----
_____	_____

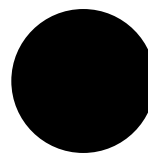
3. cod



_____	_____
-----	-----
_____	_____

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

4. dot



5. mad



6. dam



NAME: _____

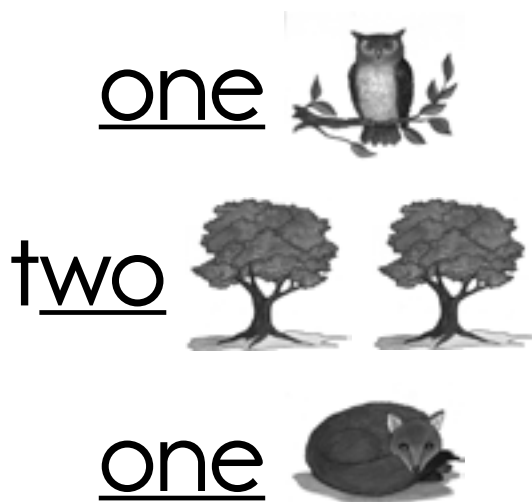
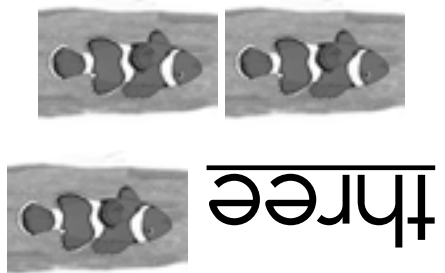
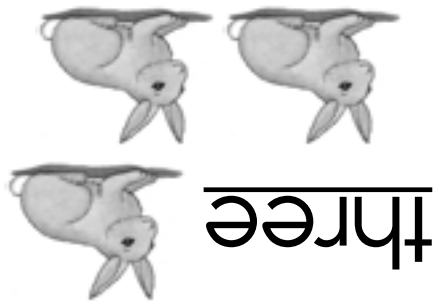
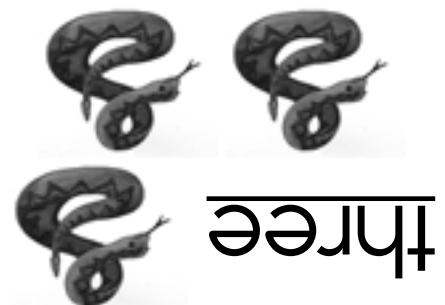
DATE: _____

14.2

Take-Home

Dear Caregiver,

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



NAME: _____

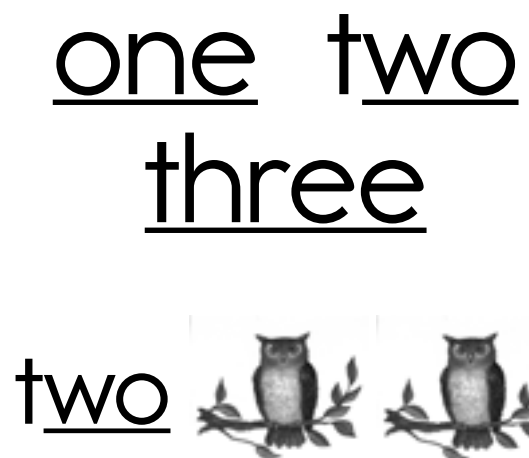
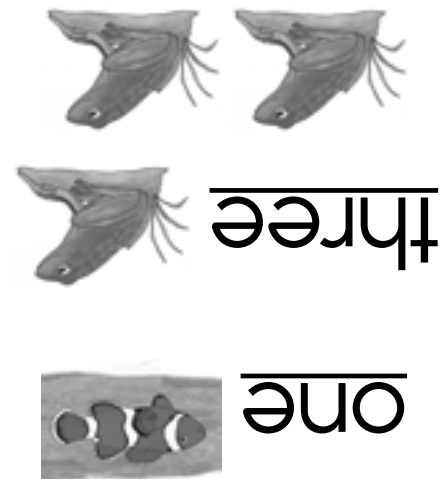
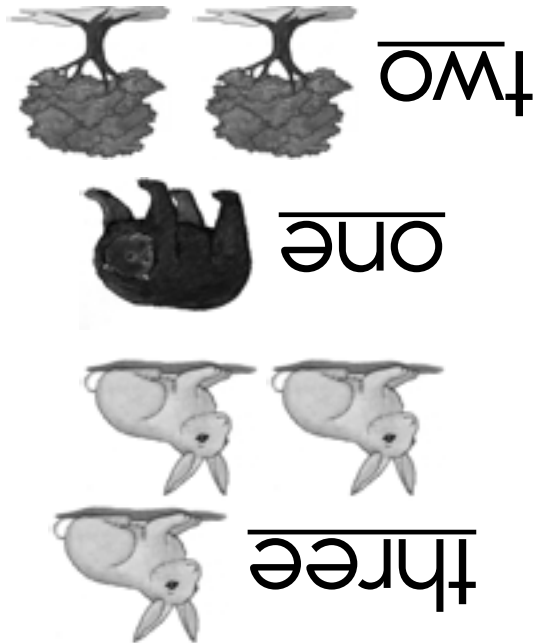
DATE: _____

14.3

Take-Home

Dear Caregiver,

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



NAME: _____

DATE: _____

PP.1

Activity Page

dog

tag

dad

cot



dog



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

cat

doc

dig

mad



NAME: _____

DATE: _____

PP.2

Activity Page

1. cot



_____	_____
-----	-----
_____	_____

2. mom



_____	_____
-----	-----
_____	_____

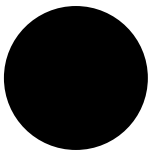
3. cat



_____	_____
-----	-----
_____	_____

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

4. dot



5. dad



6. dam



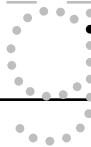
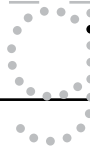
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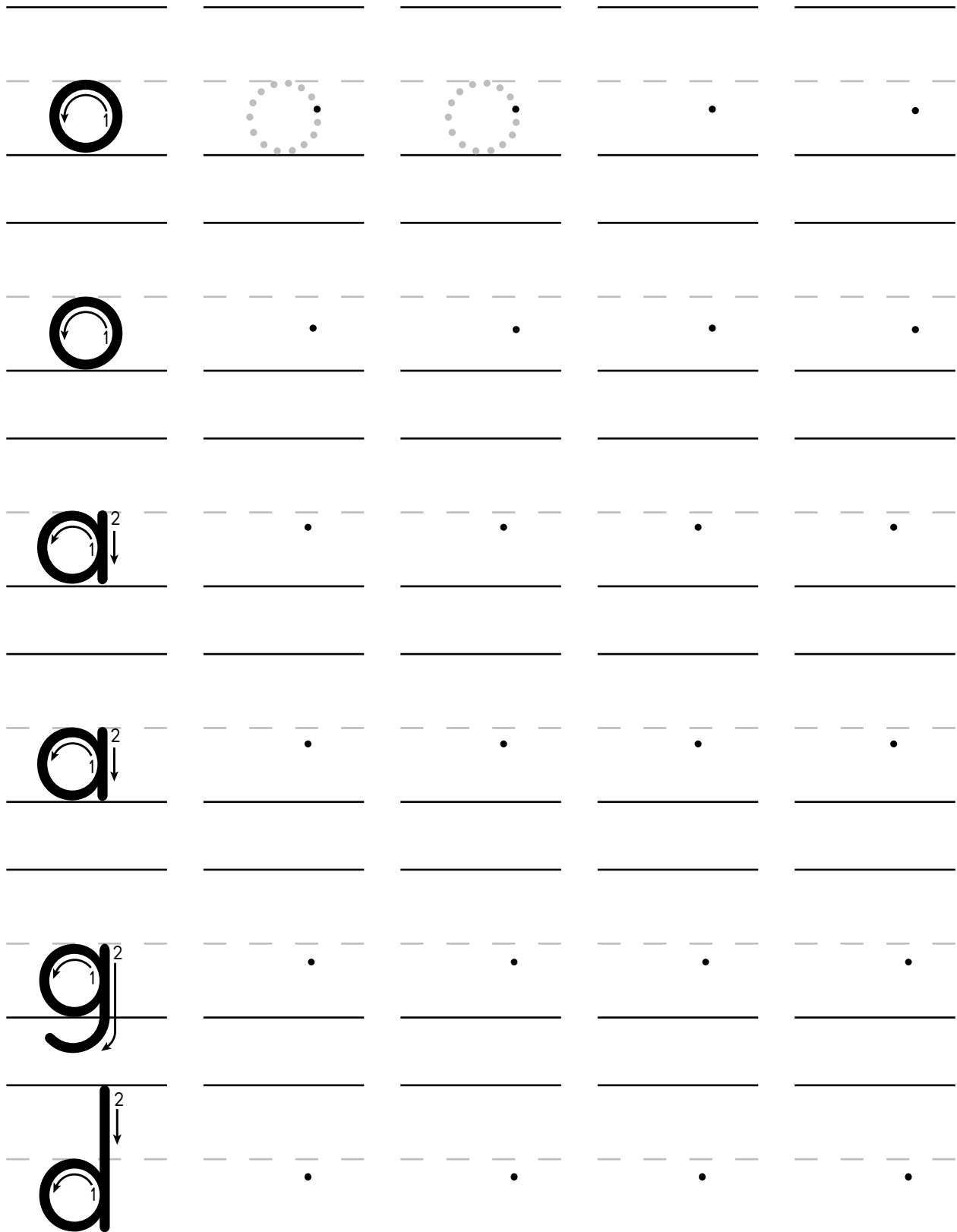
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PP.3

Activity Page

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



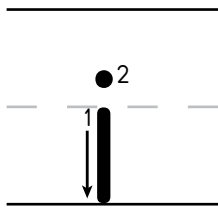
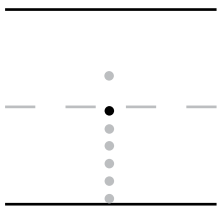
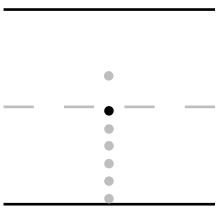
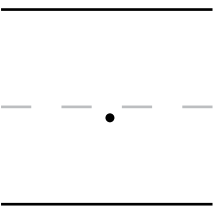
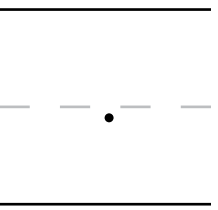
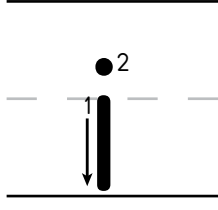
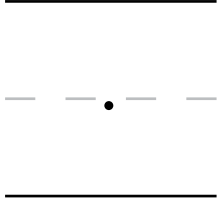
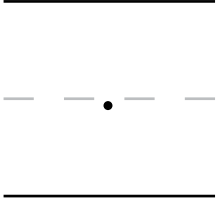
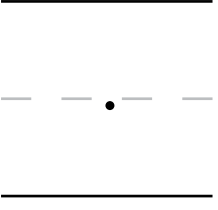
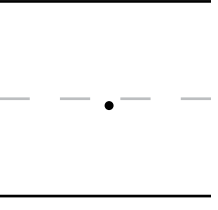
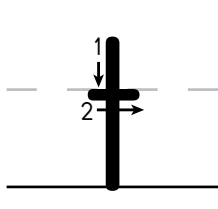
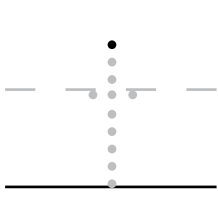
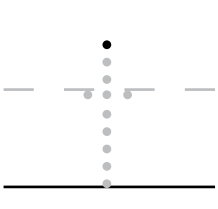
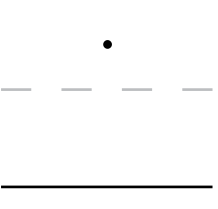
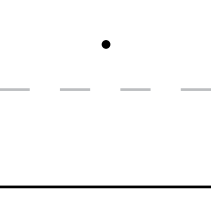
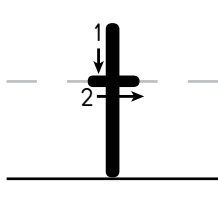
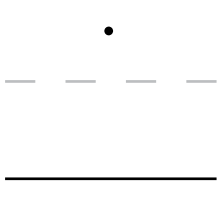
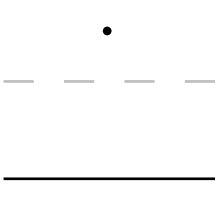
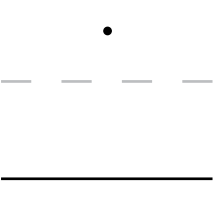
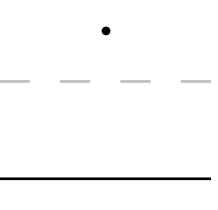
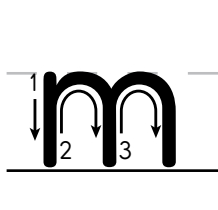
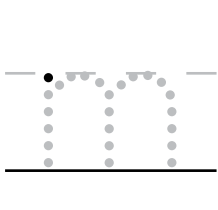
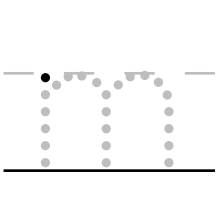
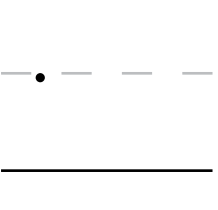
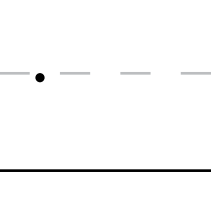
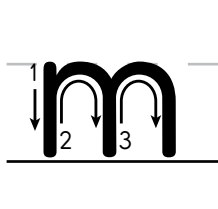
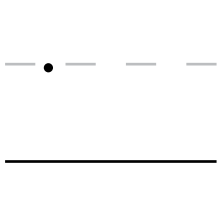
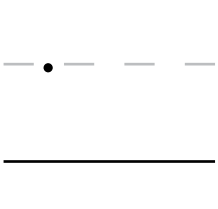
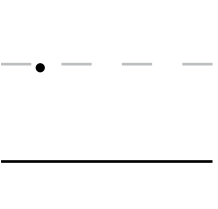
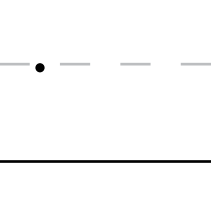
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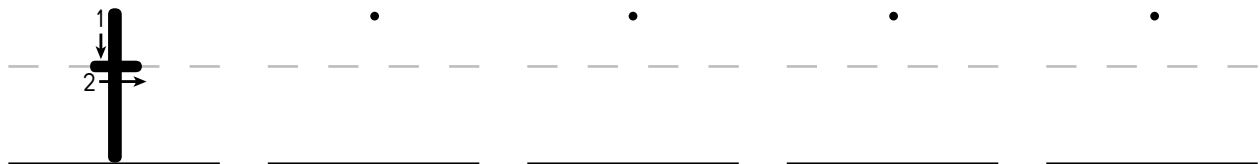
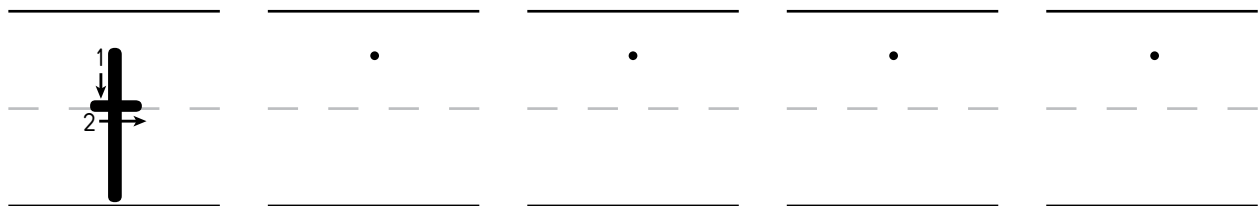
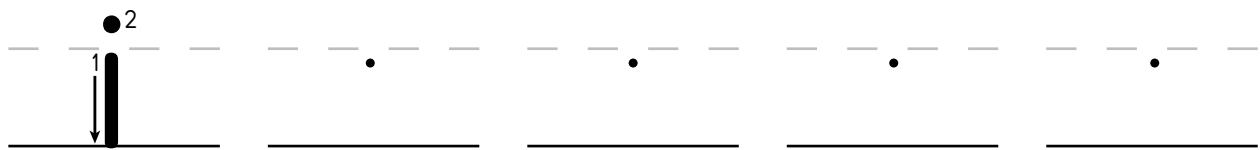
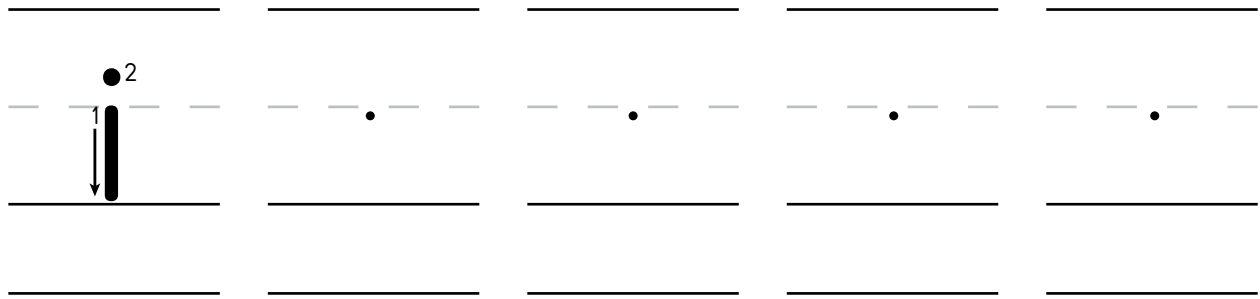
DATE: _____

PP.4

Activity Page

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



NAME: _____

DATE: _____

PP.5

Activity Page

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

at

at

at

cat

cat

cat

dot

dot

dot

dog

dog

dog

dig

dig

dig

coat

coat

coat

at

.

.

cat

.

.

dot

.

.

dog

.

.

dig

.

.

cot

.

.

NAME: _____

DATE: _____

PP.6

Activity Page

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

it

it

it

did

did

did

dad

dad

dad

dim

dim

dim

tag

tag

tag

mad

mad

mad

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

it

.

.

did

.

.

dad

.

.

dim

.

.

tag

.

.

mad

.

.

NAME: _____

DATE: _____

PP.7

Activity Page

dad

at

tic

~~mom~~

got

cot

Directions: Have students sort the six words by their first sounds, copying each word twice.

m

mom

mom

a

d

g

t

c

NAME: _____

DATE: _____

PP.8

Activity Page

dot

cod

tag

got

it

mom

Directions: Have students sort the six words by their first sounds, copying each word twice.

t

tag

tag

g

m

d

c

i

NAME: _____

DATE: _____

PP.9

Activity Page

cat

cod

dad

did

~~dig~~

dog

Directions: Have students sort the six words by their middle sounds, copying each word twice.

i

dig

dig

i

a

a

o

o

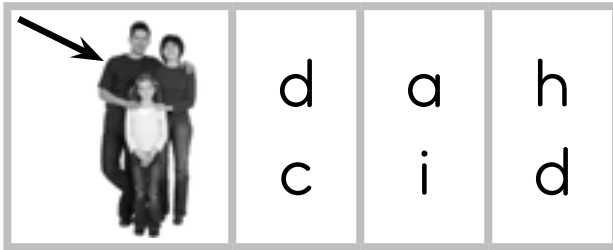
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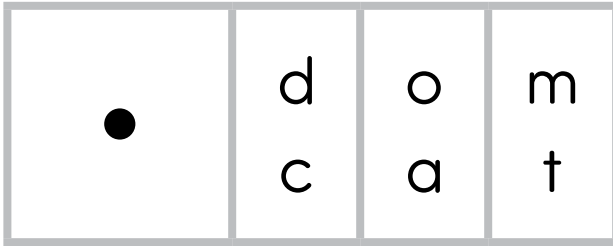
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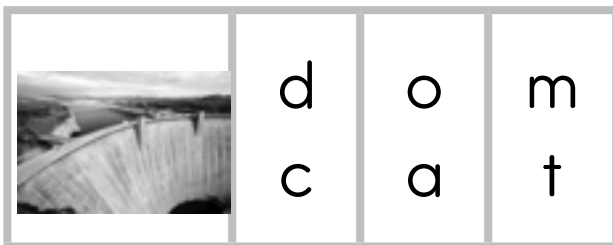
PP.10

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.







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

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

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

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