Bluebonnet Learning
K–3 Foundational Skills

ENGLISH

## KINDERGARTEN FOUNDATIONAL SKILLS UNIT 1

# Activity Book

EDITION 1

Kindergarten

# Foundational Skills 1

## 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 **openeducationresources@tea.texas.gov**.

# Foundational Skills 1

## Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. 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

**Take-Home**

**Dear Family Member,**

This year's Kindergarten program consists of two strands of instruction. The first strand, the Skills Strand, strives to teach students the mechanics of reading and writing using a phonics approach. As part of this strand, students will learn how to hear sounds in words and write "pictures of sounds," also known as letters.

For the first few weeks students will be learning to make simple writing strokes—lines, circles, humps, cups, etc.—while also learning to hear words in sentences. Next, students will learn to hear sounds in words. When that skill is in place, they will begin to learn the letters used to represent sounds. From time to time we will send you an activity page like this one to explain what is being taught in the program. It will inform you of activities you can do at home to supplement and solidify the learning your child is doing at school.

The second strand, Knowledge, strives to build students' vocabulary and background knowledge through oral language experiences. As part of this strand, students will listen to stories and nonfiction selections read aloud, participate in discussions, and complete vocabulary work.

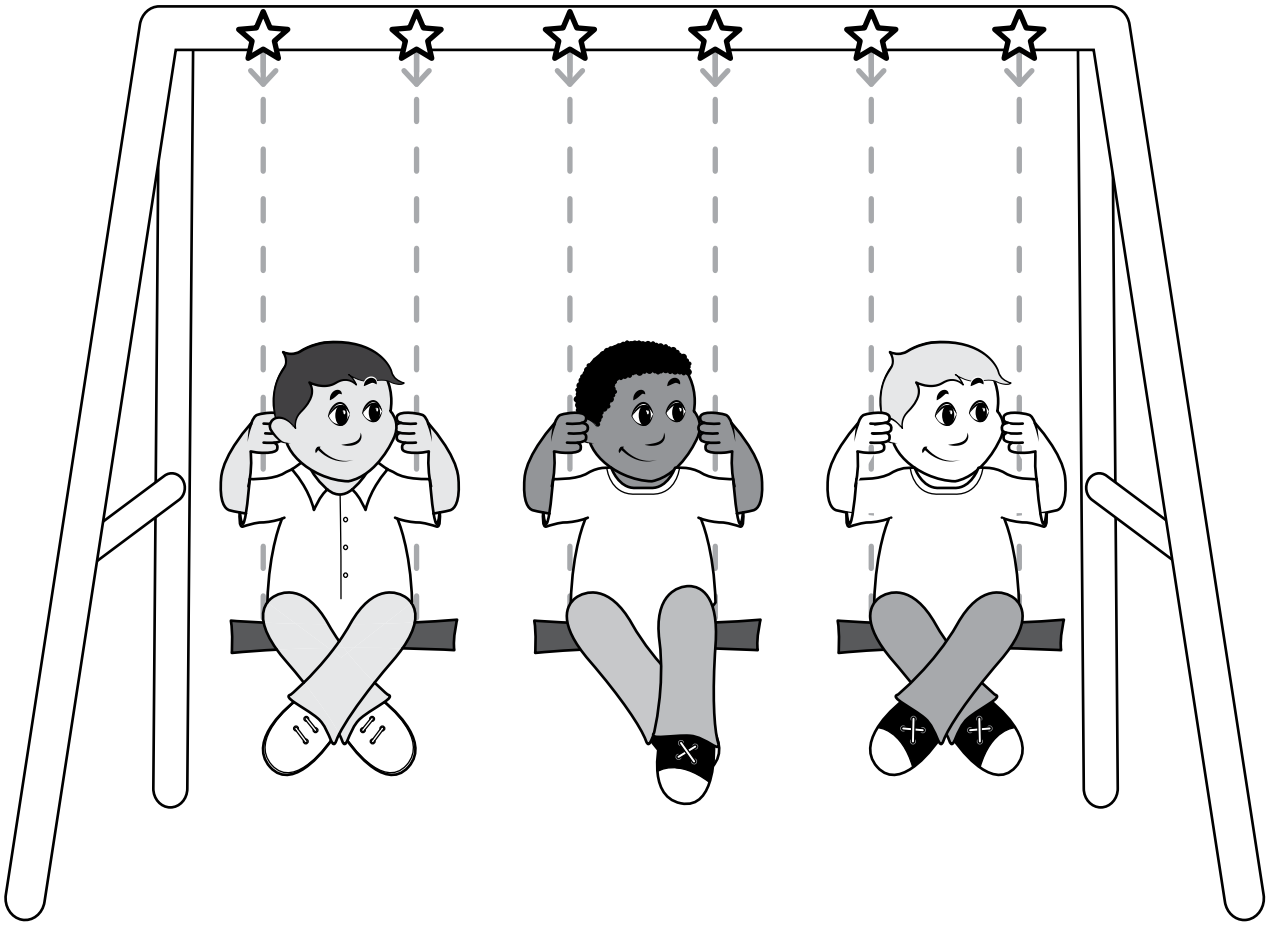
NAME: _____

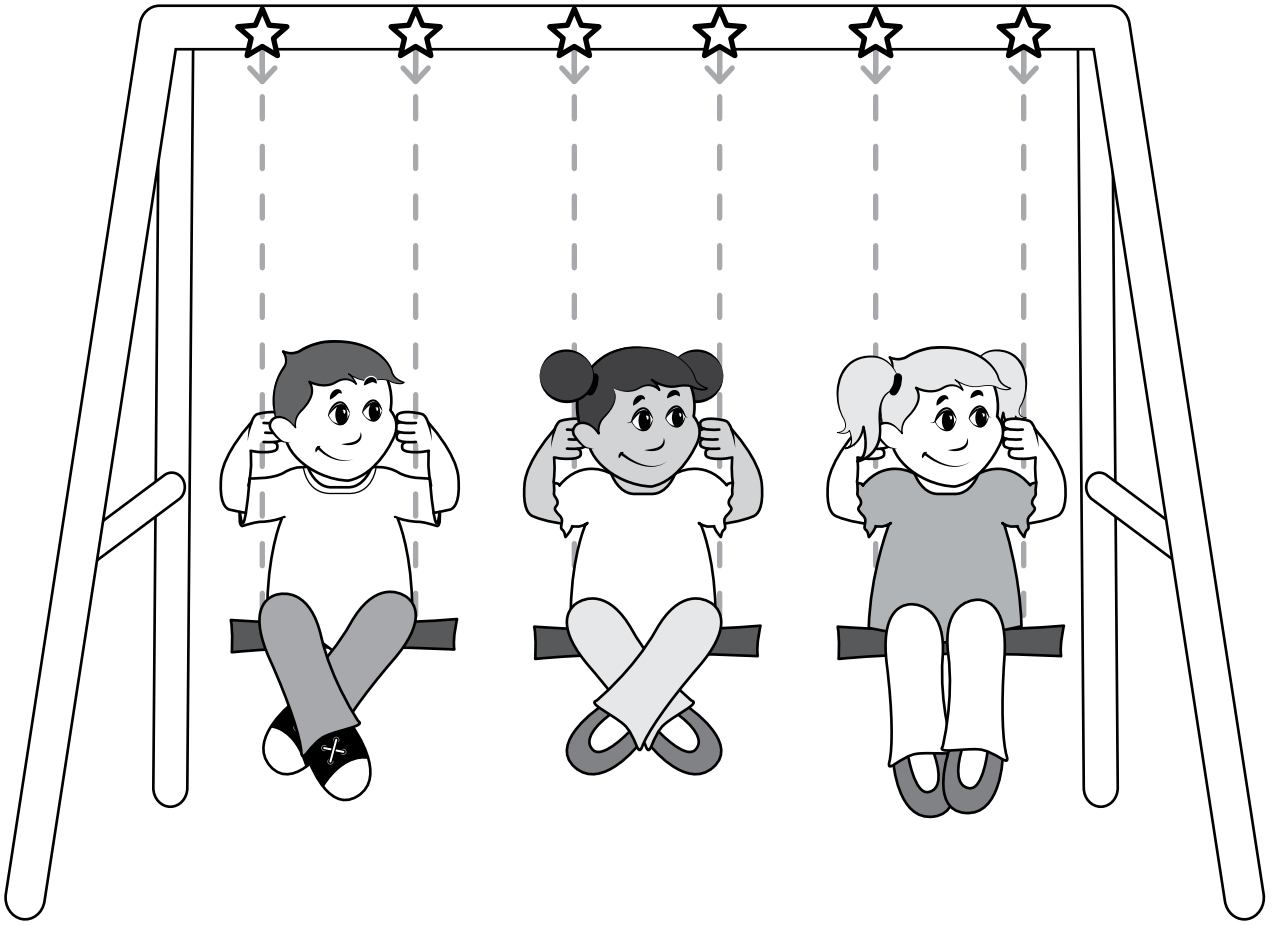
DATE: _____

2.1 **Take-Home**

**Dear Family Member,**

In class, we have been practicing vertical lines. Knowing how to draw a vertical line is important because vertical lines are found in a number of letters (e.g., ‘t’, ‘d’, ‘h’). Please have your child trace the dotted vertical lines on the front and back of this activity page, starting at the stars and moving down.



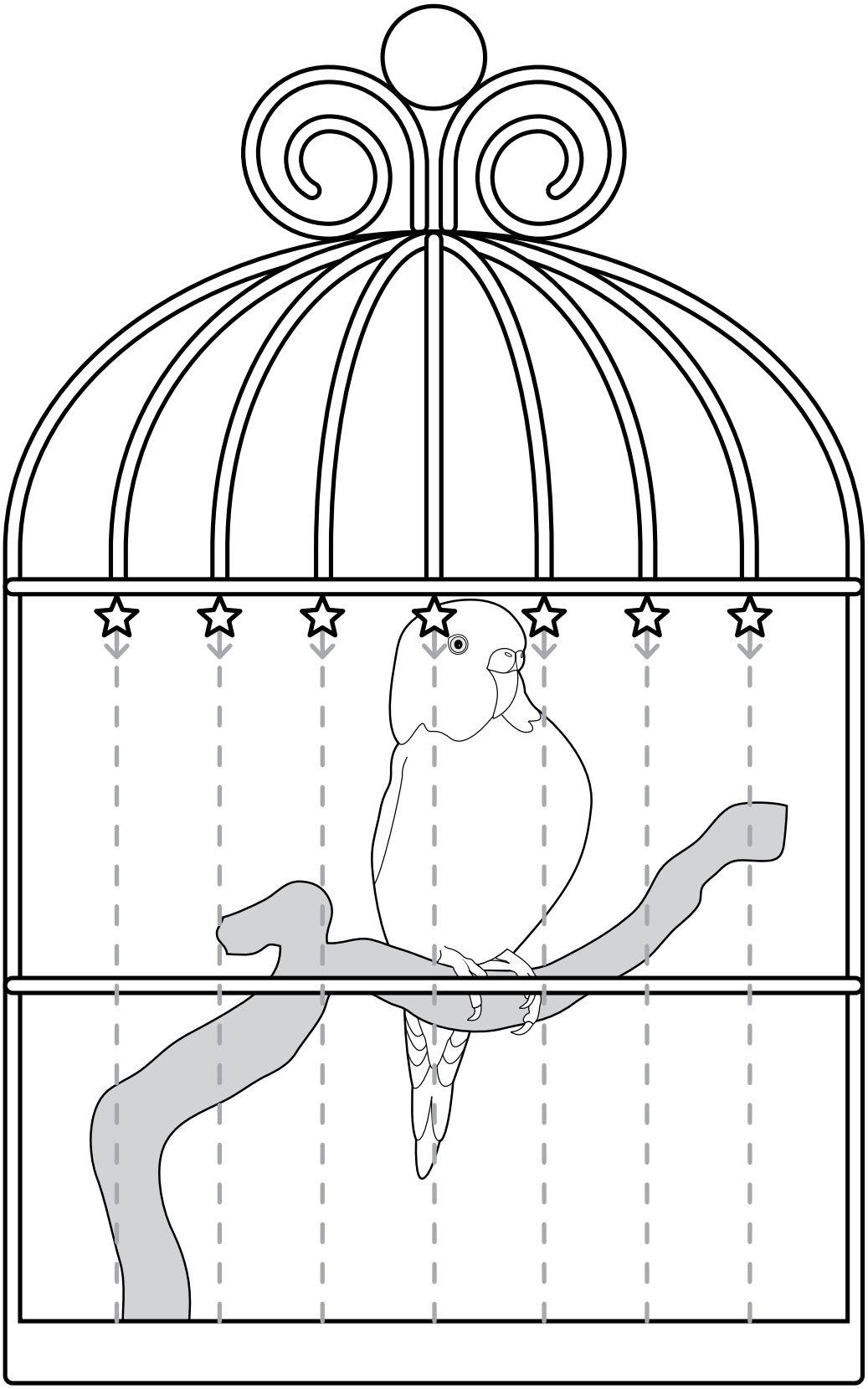


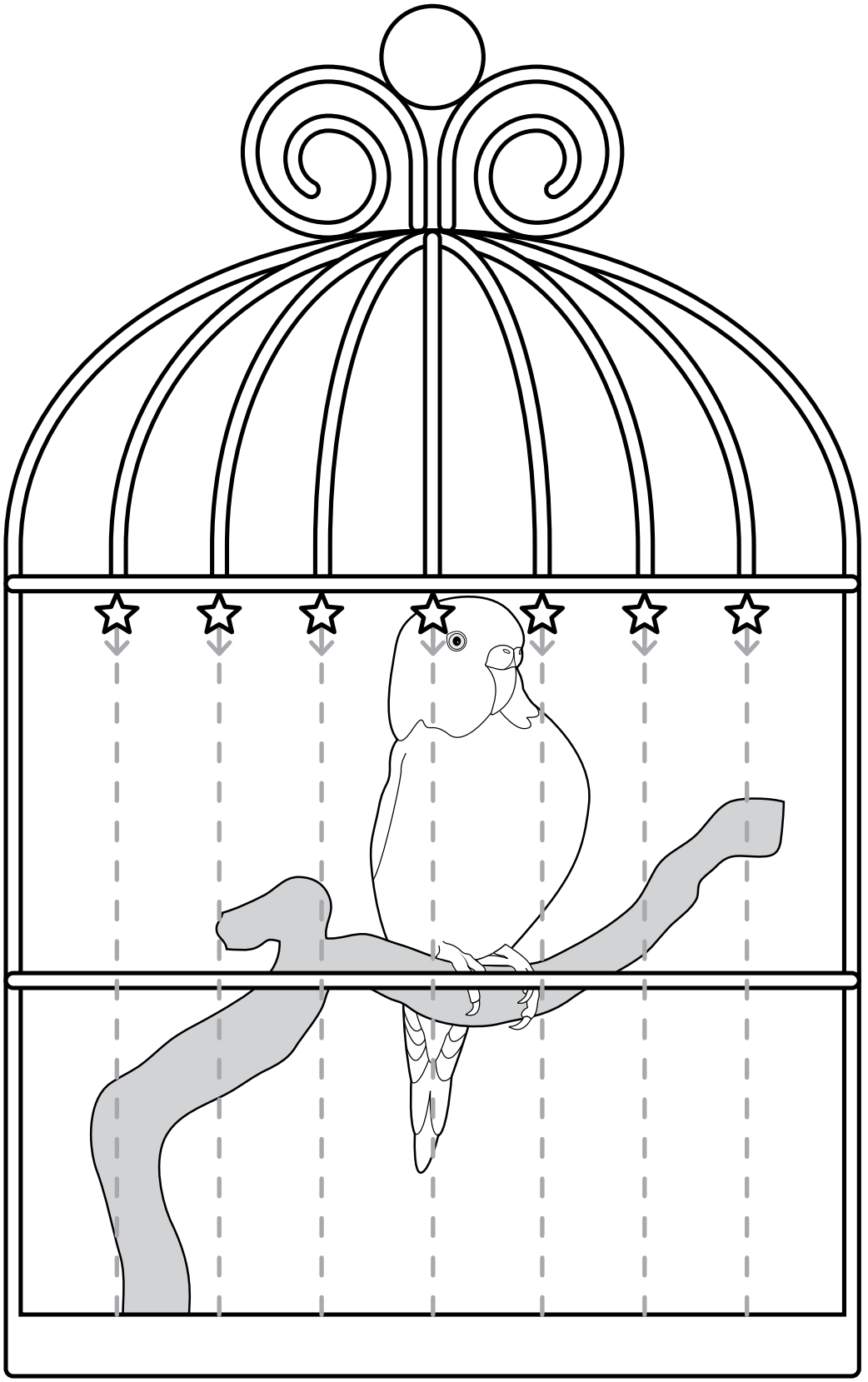
NAME: _____

DATE: _____

3.1 **Activity Page**

*Directions: Have students trace the dotted vertical lines, starting at the stars and moving down. (There are more on the back.) Students may color the picture (optional).*





NAME: _____

DATE: _____

# 3.2

**Take-Home**

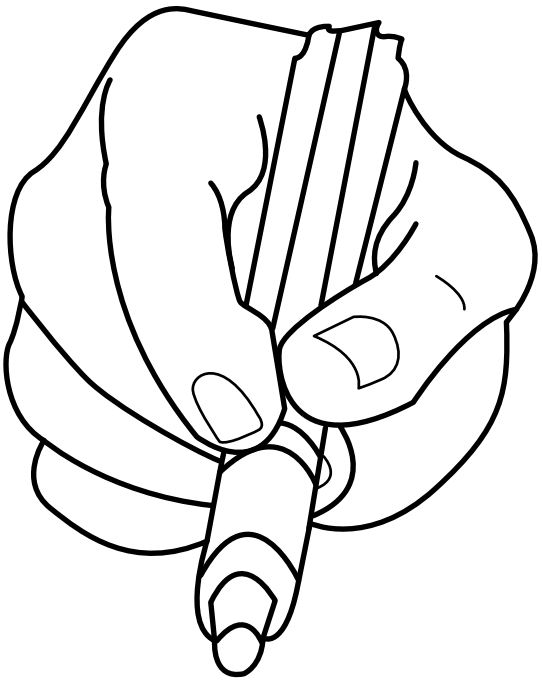
**Dear Family Member,**

In our class, we have been working on prewriting skills. Your child has not yet been taught to write letters but has been developing his or her fine motor skills. Below are some suggestions for activities you can do at home that will allow your child to practice and develop his or her hand and arm muscles and hand-eye coordination. Both are very important when learning how to use a writing utensil.

Have your child:

- build with blocks
- transfer water from one container to another with an eyedropper or spoon
- pick up small objects like beads with their eyes closed
- use tweezers to pick up crumpled bits of paper
- cut up junk mail with child-friendly scissors
- string beads onto yarn or string
- scrunch up a sheet of paper in one hand
- mold and roll modeling clay into shapes
- draw and color pictures

We recommend that your child draw and color with small pieces of crayon. Drawing with crayons provides greater sensory input than drawing with pencils or markers. This is because the wax has greater resistance to the paper than graphite or ink; the push-and-pull motion strengthens finger and hand muscles. The small size of the crayon discourages creative grips and encourages the tripod grip (shown here). Using the tripod grip will give your child better control of the shapes they draw and increase the length of time your child can write.



NAME: _____

DATE: _____



# Blending Pretest

**Scoring Sheet**

**Examples: /m/ . . . /e/ (me)** **/s/ . . . /a/ . . . /d/ (sad)**

1. /s/ . . . /ae/ (say) _____
2. /n/ . . . /oe/ (no) _____
3. /f/ . . . /i/ . . . /sh/ (fish) _____
4. /s/ . . . /u/ . . . /n/ (sun) _____
5. /s/ . . . /i/ . . . /t/ (sit) _____
6. /m/ . . . /a/ . . . /t/ (mat) _____
7. /t/ . . . /e/ . . . /n/ (ten) _____
8. /b/ . . . /a/ . . . /d/ (bad) _____
9. /f/ . . . /l/ . . . /i/ . . . /p/ (flip) _____
10. /sh/ . . . /i/ . . . /p/ (ship) _____

**Notes:**

**Interpretation:**

**8 or more correct: Strong**

**5–7 correct: Fair to Good**

**4 or fewer: Weak**

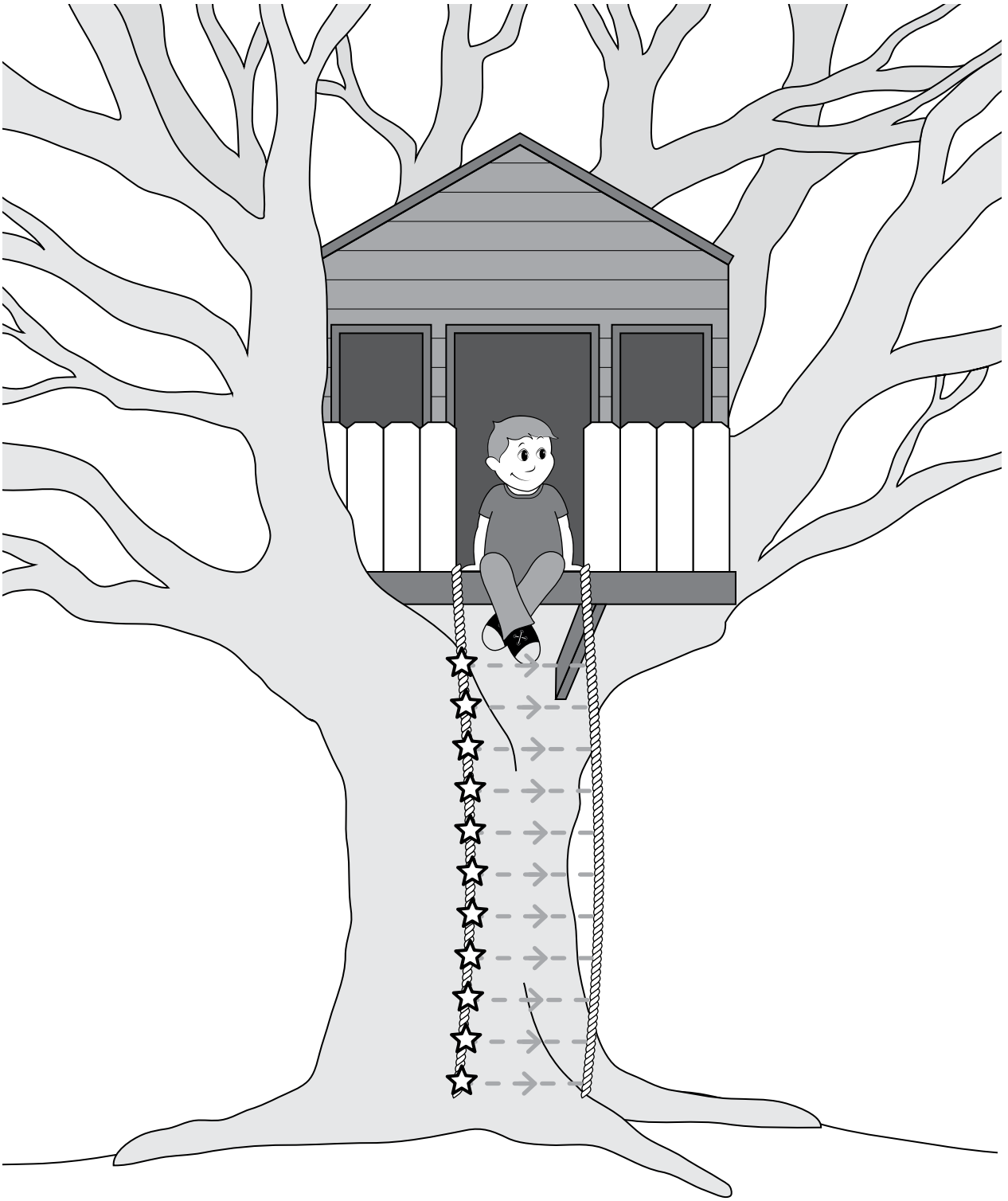
**Total Correct:**_____

NAME: _____

DATE: _____

# 4.2 Activity Page

*Directions: Have students trace the dotted horizontal lines, starting at the stars and moving to the right. (There are more on the back.) Students may color the pictures (optional).*



NAME: _____

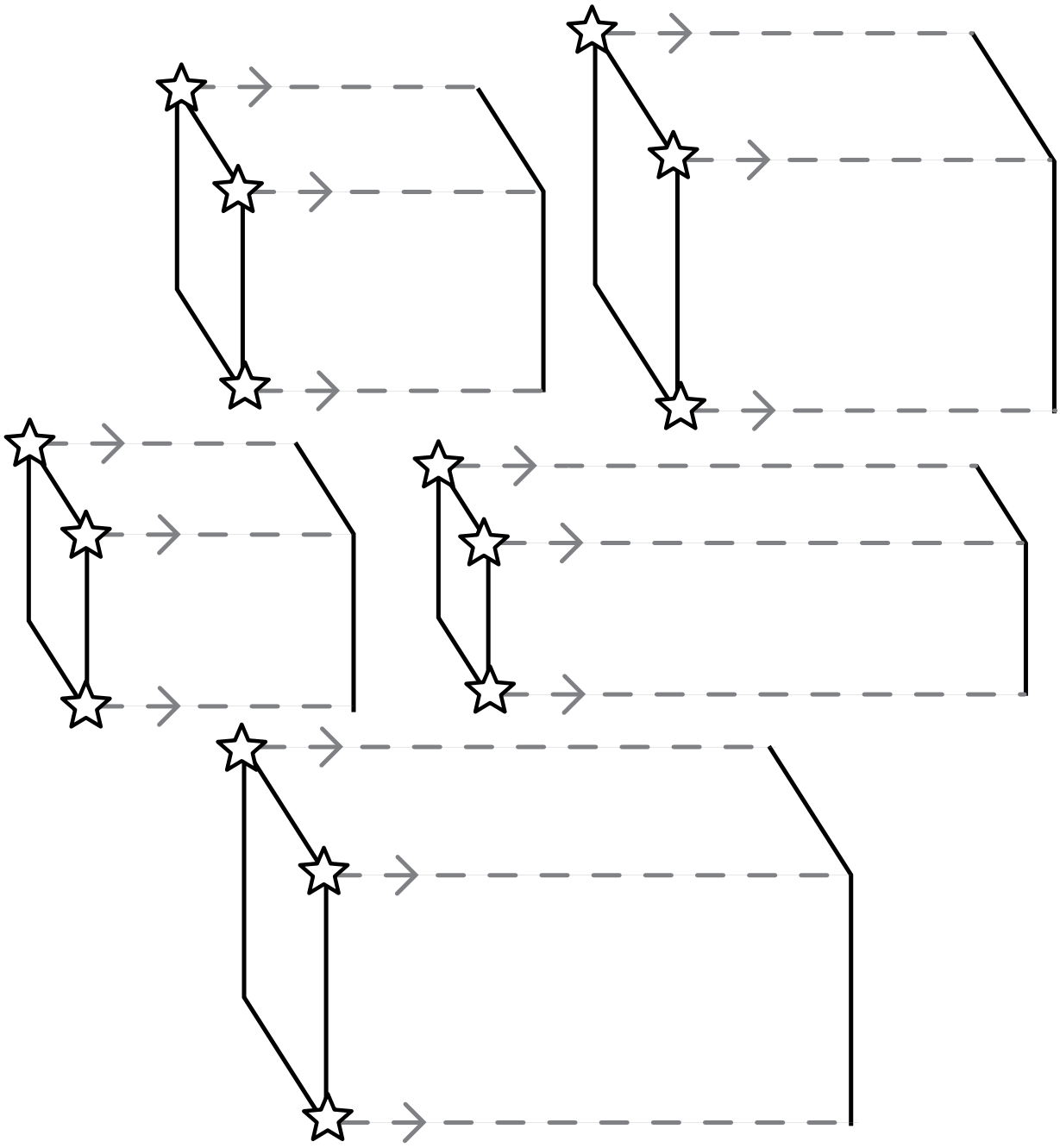
DATE: _____

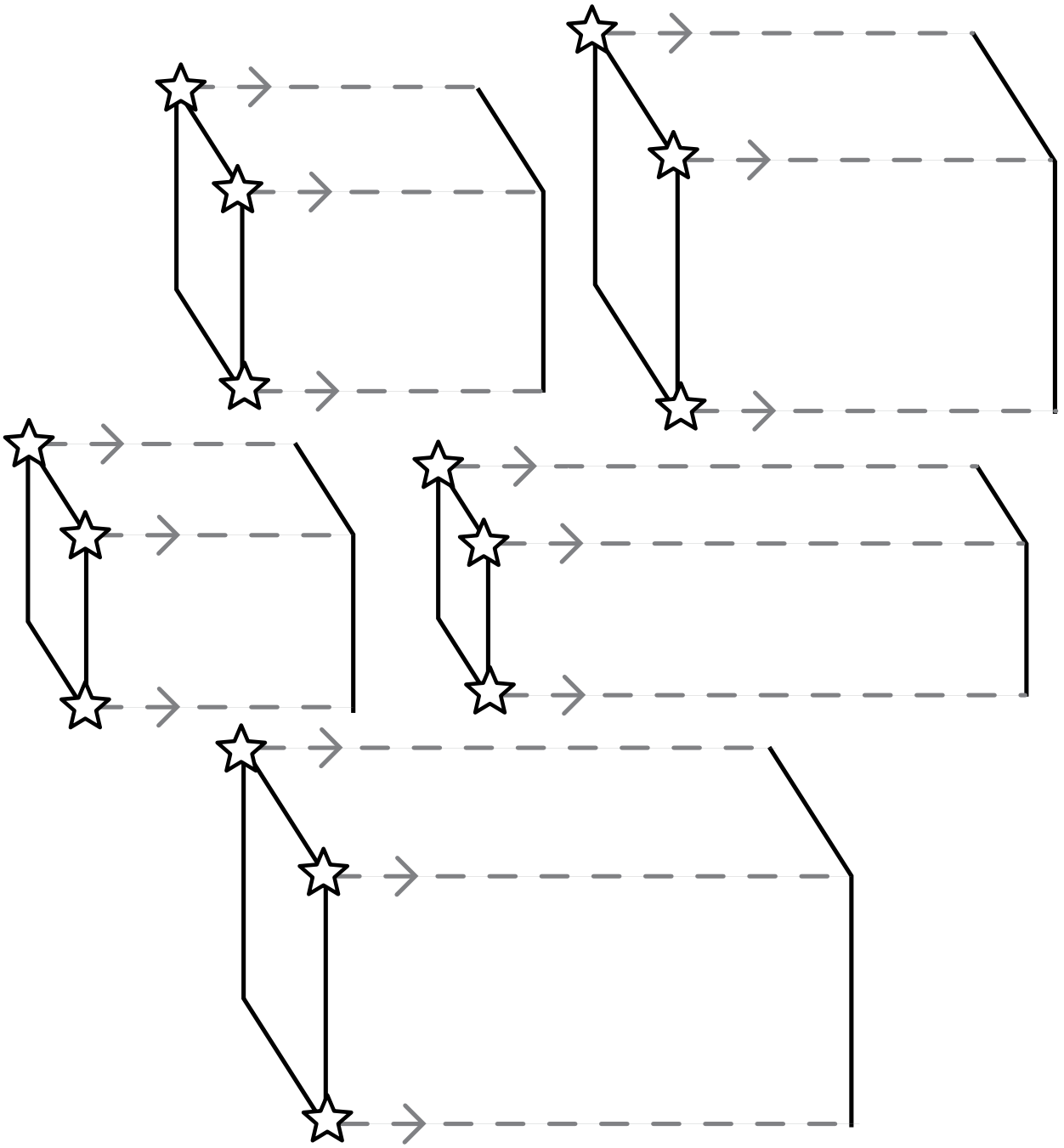
# 4.3

**Take-Home**

**Dear Family Member,**

In class, we have been practicing horizontal lines. Knowing how to draw a horizontal line is important because horizontal lines are found in a number of letters (e.g., ‘t’, ‘f’, ‘z’). Please have your child trace the dotted horizontal lines on the front and back of this activity page, starting at the stars and moving to the right.



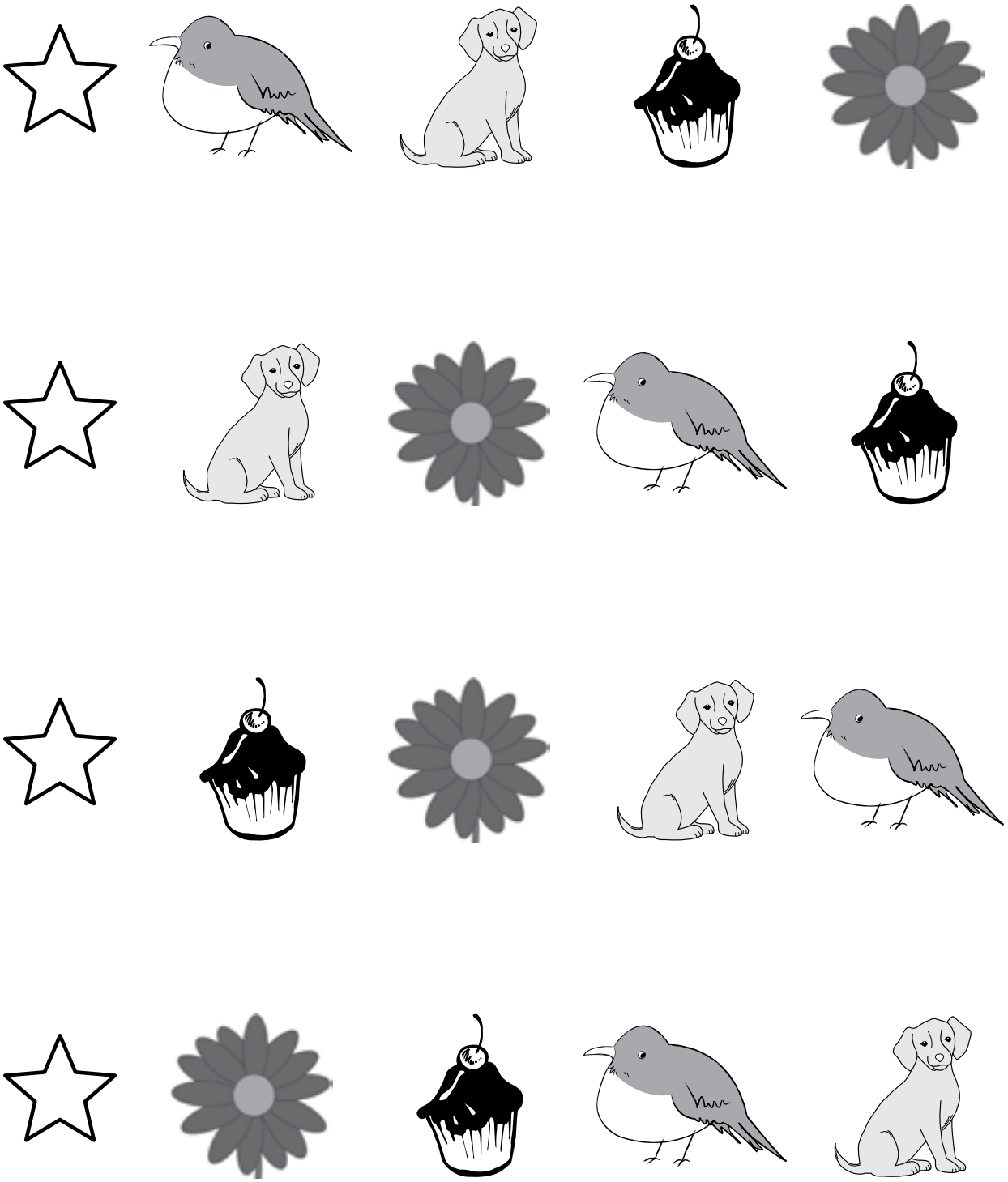


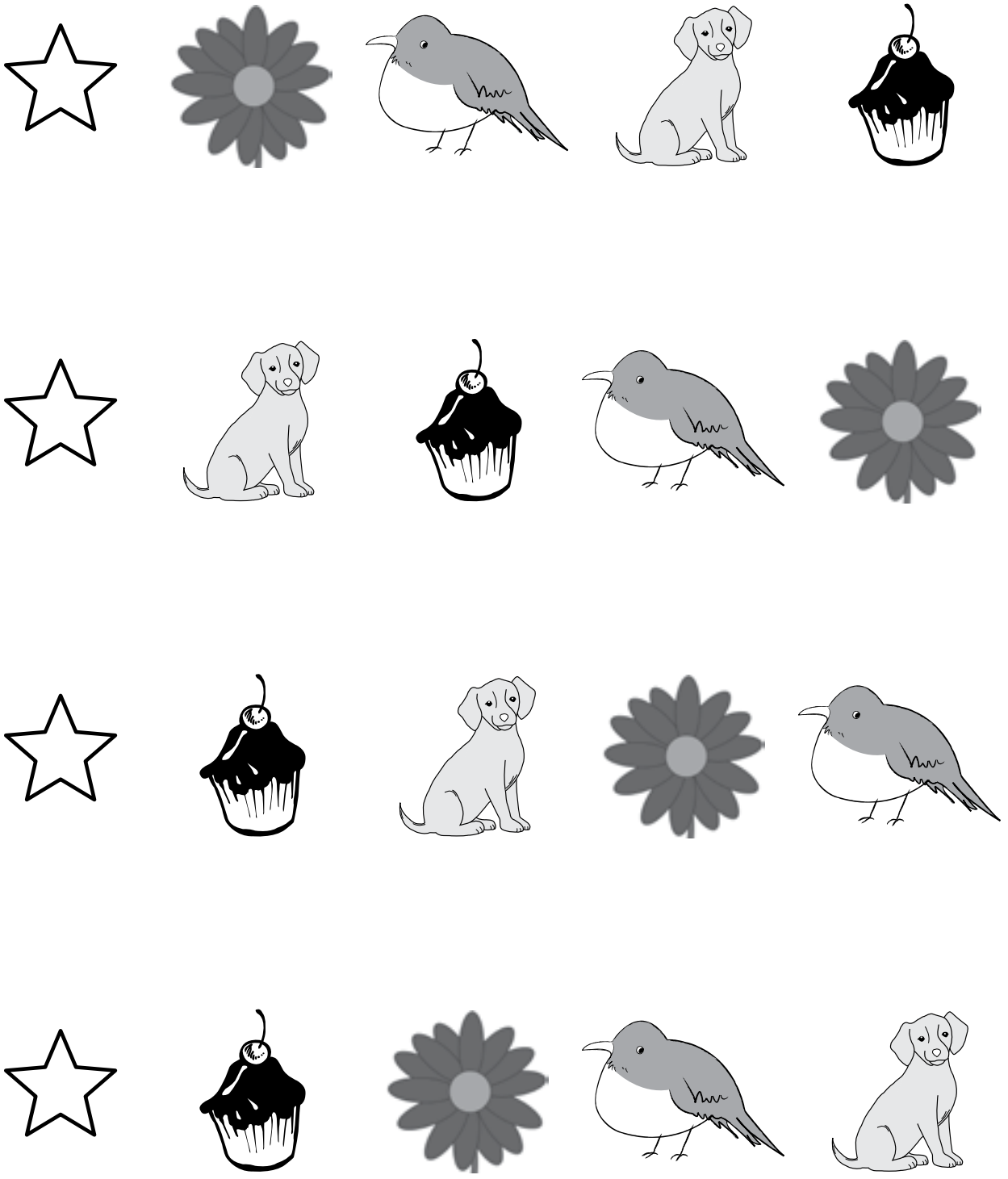
NAME: _____

DATE: _____

5.1 **Activity Page**

*Directions: Have students simultaneously name and point to the pictures in each row from left to right. Students should identify the pictures in the top row, then the second row, then the third row, and then the bottom row.*





NAME: _____

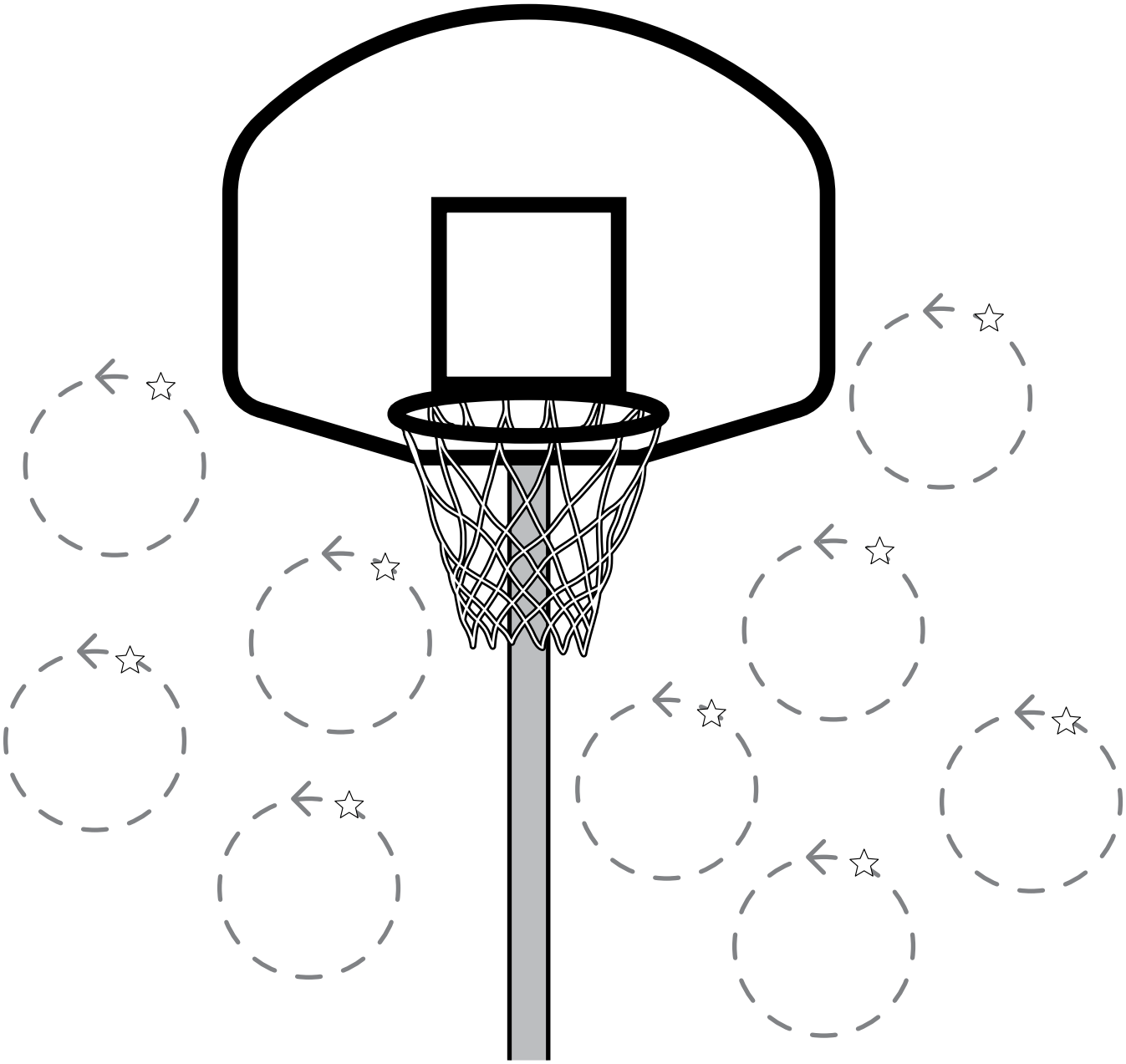
DATE: _____

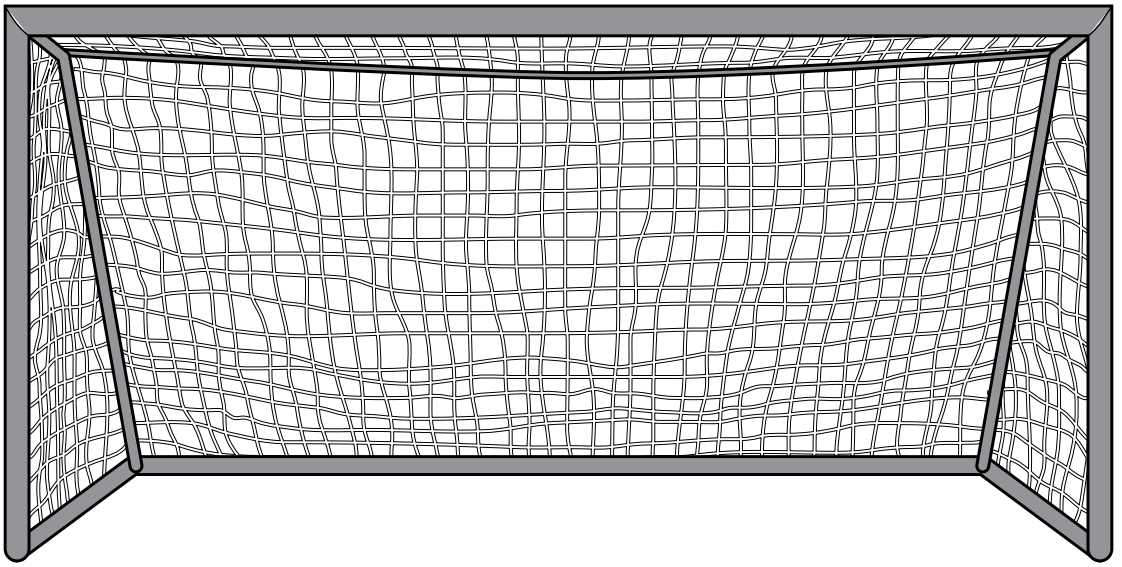
# 5.2

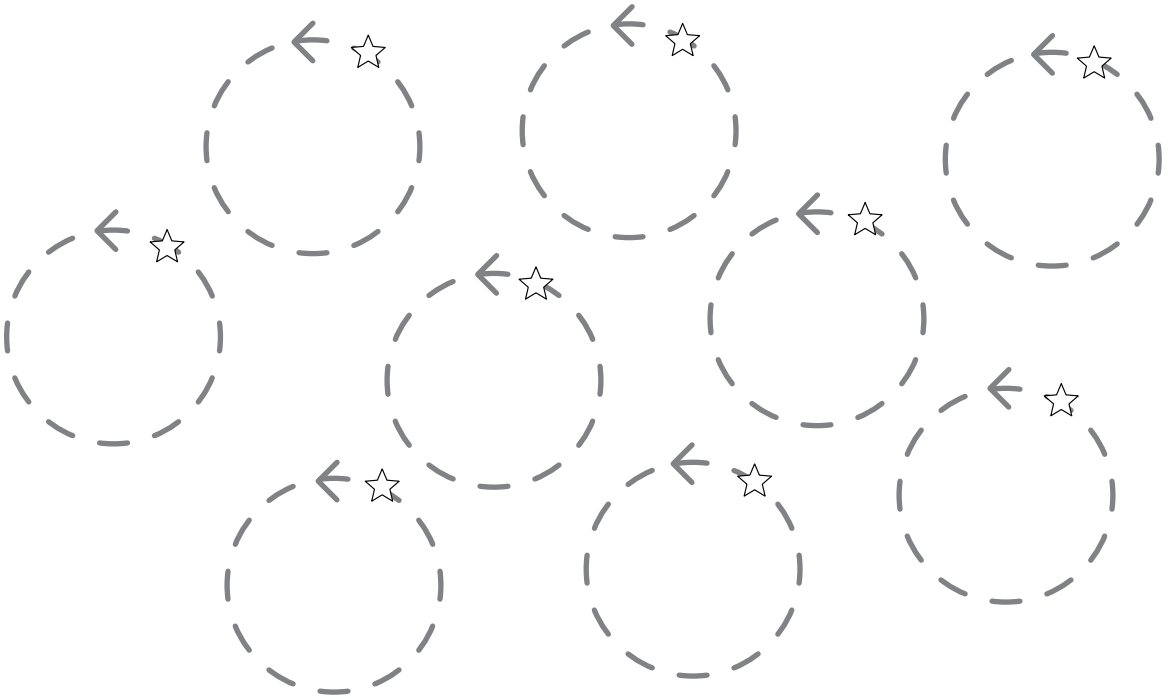
**Take-Home**

**Dear Family Member,**

In class, we have been practicing circles. Knowing how to draw a circle is important because circles are found in a number of letters (e.g., 'b', 'd', 'o'). Please have your child trace the dotted circles on the front and back of this activity page, starting at the stars and moving to the left.





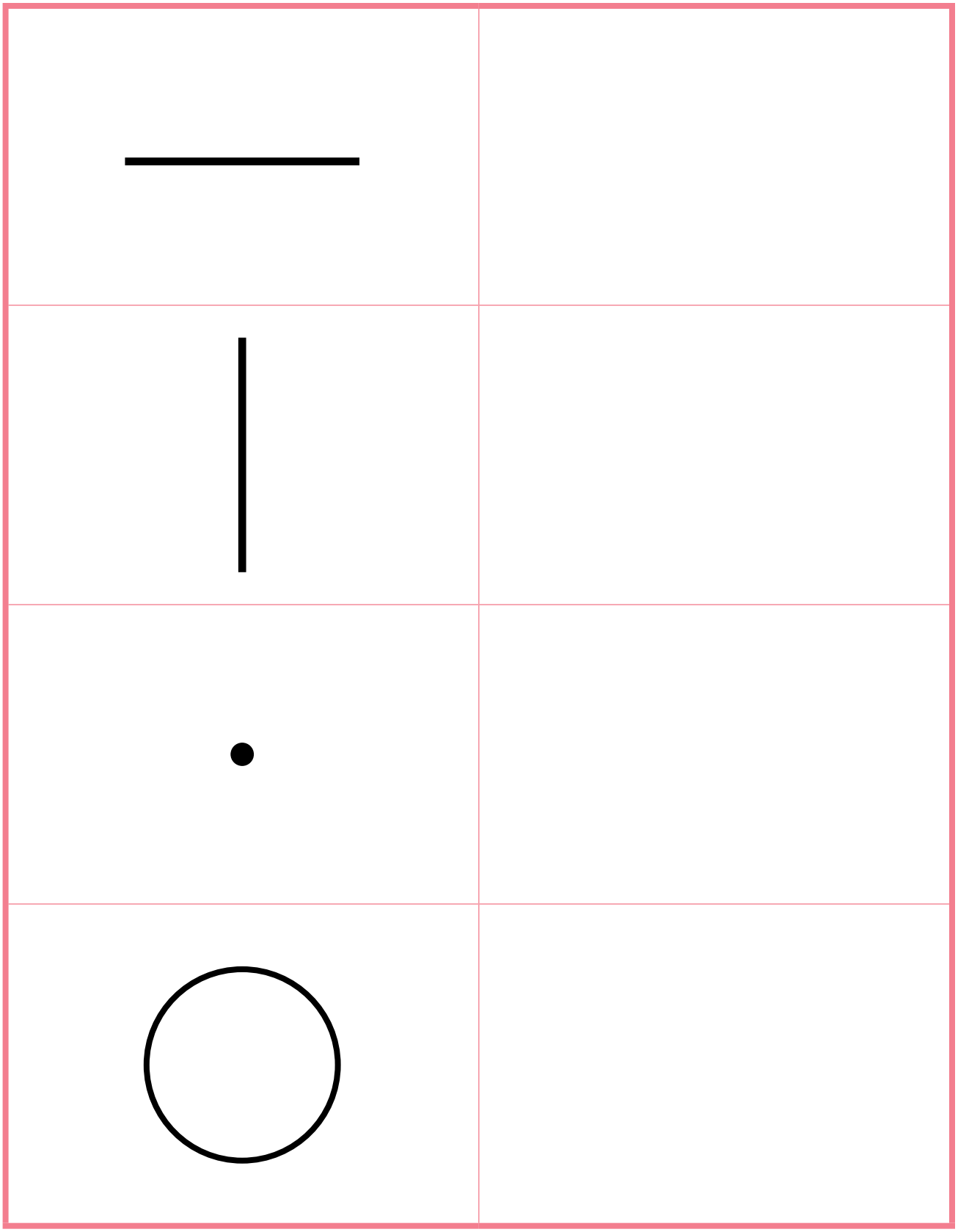


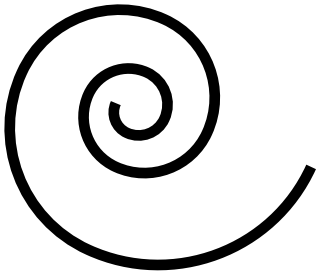
NAME: _____

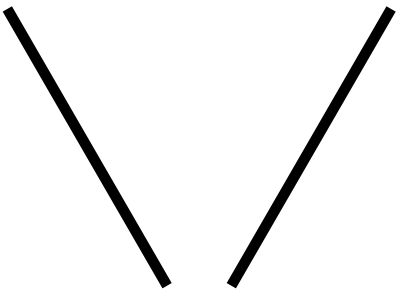
DATE: _____

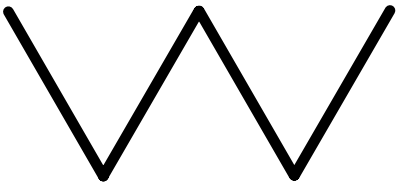
# 6.1 Assessment

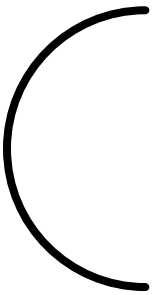
*Directions: Ask students to copy each item.*









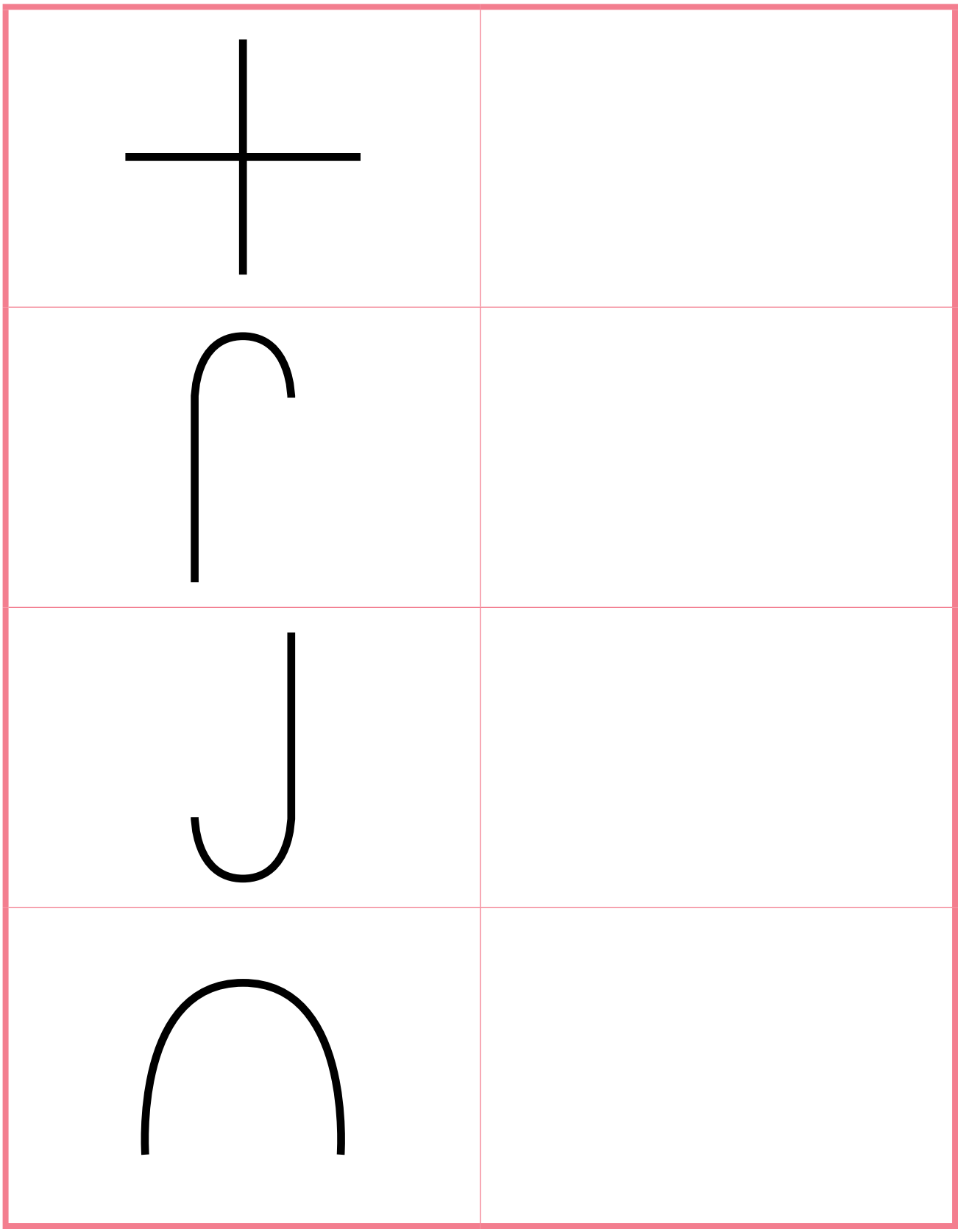


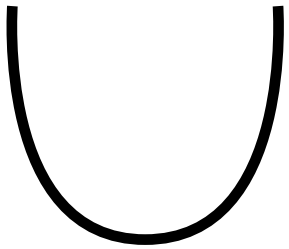
NAME: _____

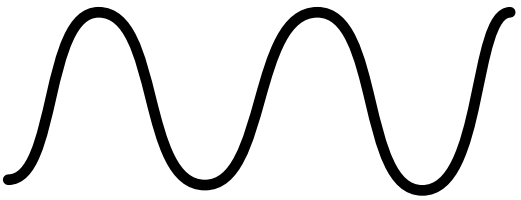
DATE: _____

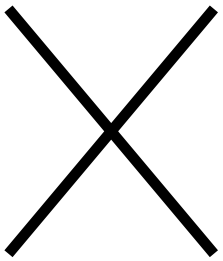
# 6.2 Assessment

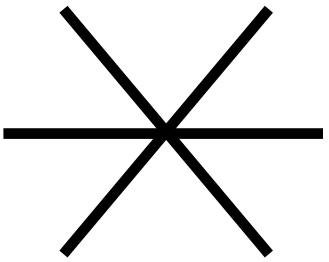
*Directions: Ask students to copy each item.*











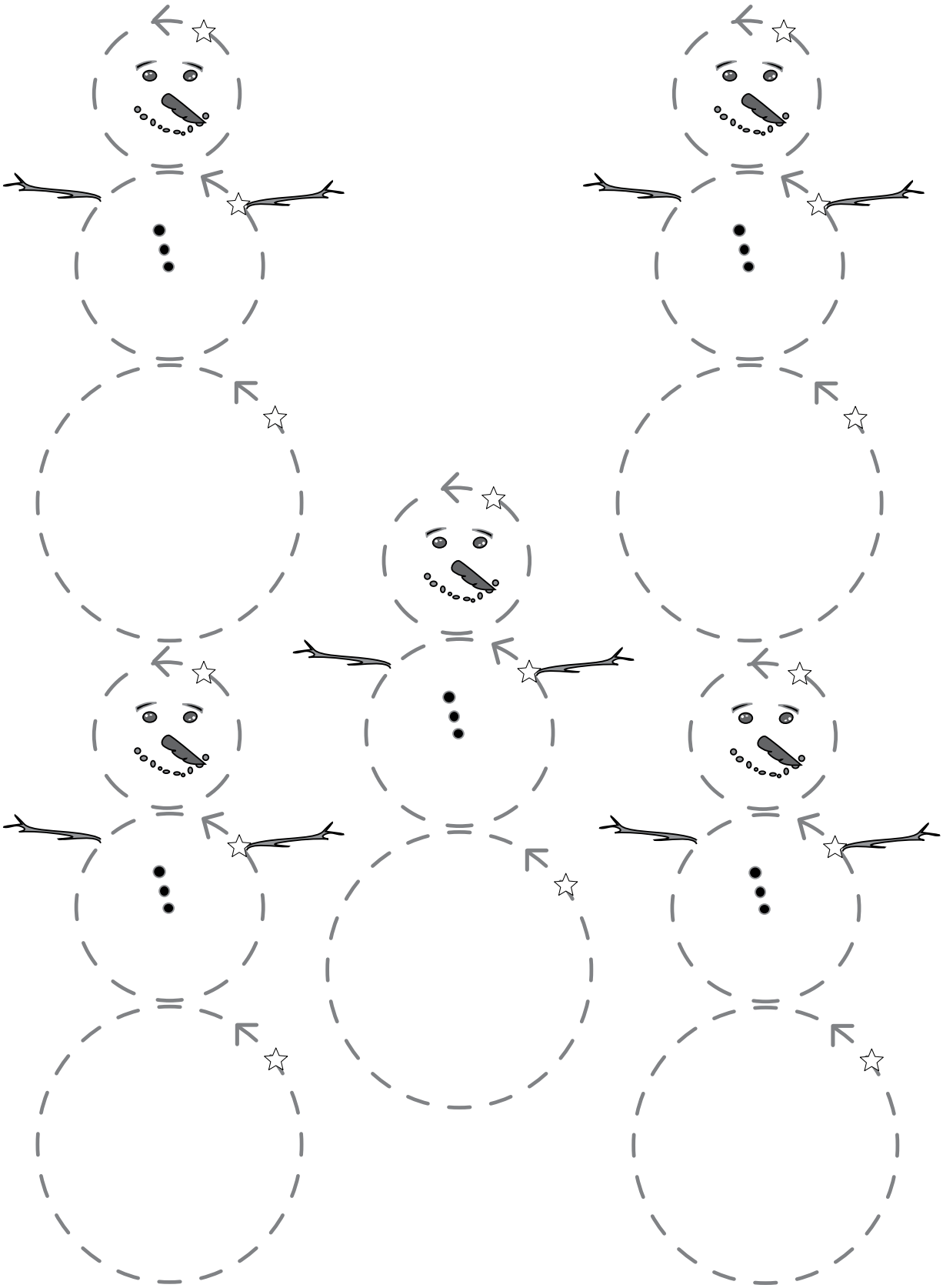
**Total Points:**_____

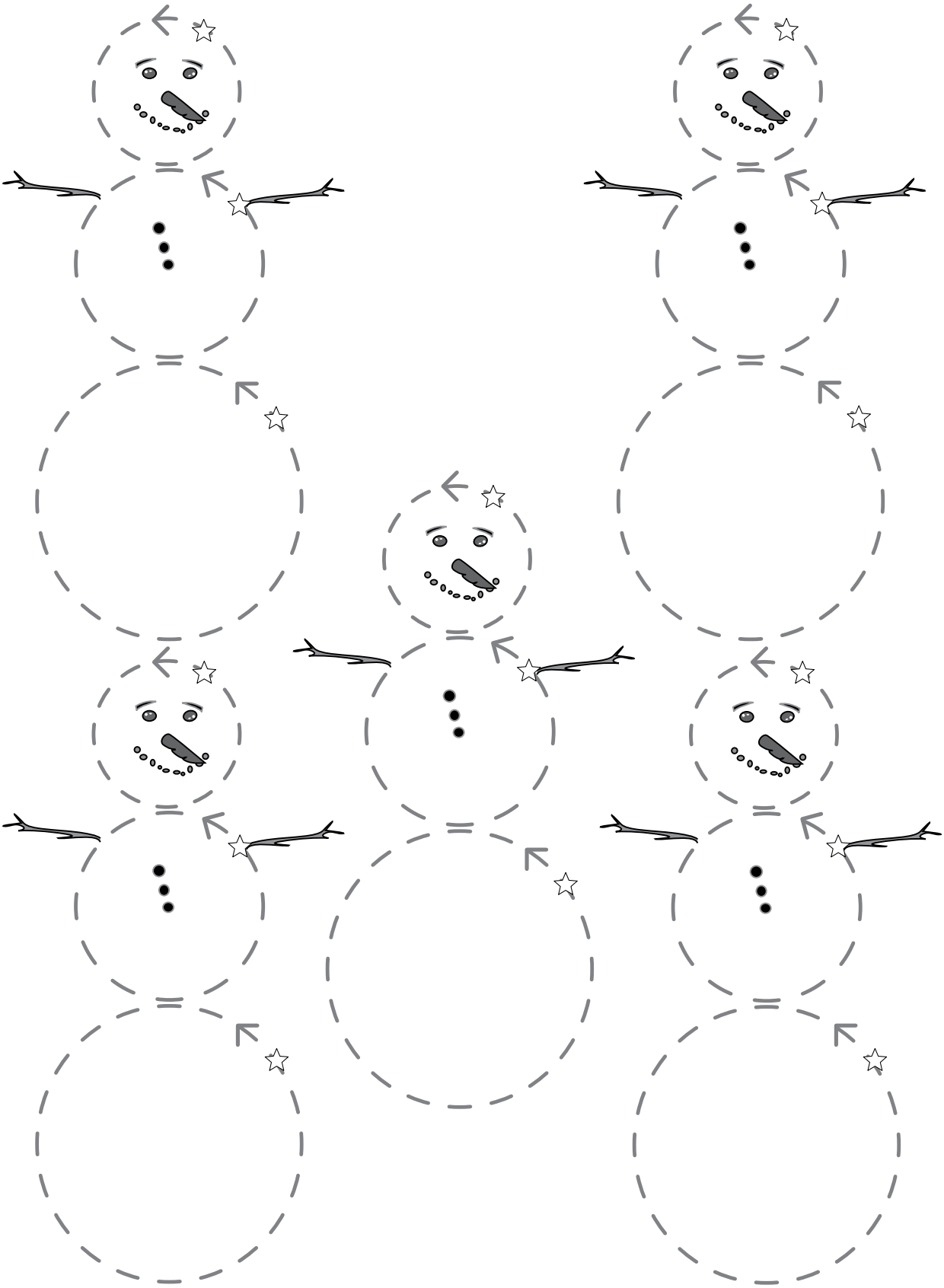
NAME: _____

DATE: _____

6.3 **Activity Page**

*Directions: Ask students to trace the dotted circles, starting at the stars and moving to the left. Students may color the pictures (optional).*





NAME: _____

DATE: _____

# 6.4

**Take-Home**

**Dear Family Member,**

Up to this point in language arts class, your child has been working on noise and word awareness. Your child has not yet been taught to identify the specific sounds of English or read and write letters, but we are building up to these skills. Below are some suggestions for activities you can do at home that will allow your child to practice listening to noises and words. In addition to doing these activities, it is important that you read to your child every day.

## 1. Listen to Noises and Identify Them

Spoken language is made up of sounds, and the English writing system represents these sounds with letters. Listening carefully to sounds and noises is an important part of learning how to read. This activity teaches your child how to listen carefully and to think and speak about what they have heard. You can do this activity at home, when you are on a walk, when you are at the grocery store, etc.

- Find several household objects that make distinctive noises (e.g., keys, scissors)
- Use one object to make a noise.
- Ask your child what noise he or she heard (e.g., jingling, slicing).
- Ask your child what made the noise (e.g., keys, scissors).
- Repeat multiple times, using various objects.
- Ask your child to compare and describe the noises. (Which one was the loudest? Which noise did he or she hear first or last?)

## 2. Recall Noises

In language, sounds are combined to form words. The ability to hear these individual sounds and recall them is important for both reading and writing. Up to this point, your child has practiced listening to noises made by instruments and other objects. Recalling several noises and naming them in the order in which they occurred is very good preparation for recalling and naming the sounds in words.

- Make up to three noises in the kitchen (e.g., turn the water on, close a cabinet door, and tap a spoon on a plate).
- Ask your child what made the noises (e.g., water from faucet, cabinet door, spoon on plate).
- Repeat multiple times, using various objects.
- Ask your child to close his or her eyes.
- Make two or three of the familiar noises.
- Ask your child to name or recreate the noises in the order he or she heard them.

## 3. Count Words

Words consist of strings of sounds; phrases and sentences consist of strings of words. Being aware of words and their order is important for learning to read. Counting words is quite difficult for young learners. Do not be surprised if your child cannot do this right away. Practice will help improve the skill.

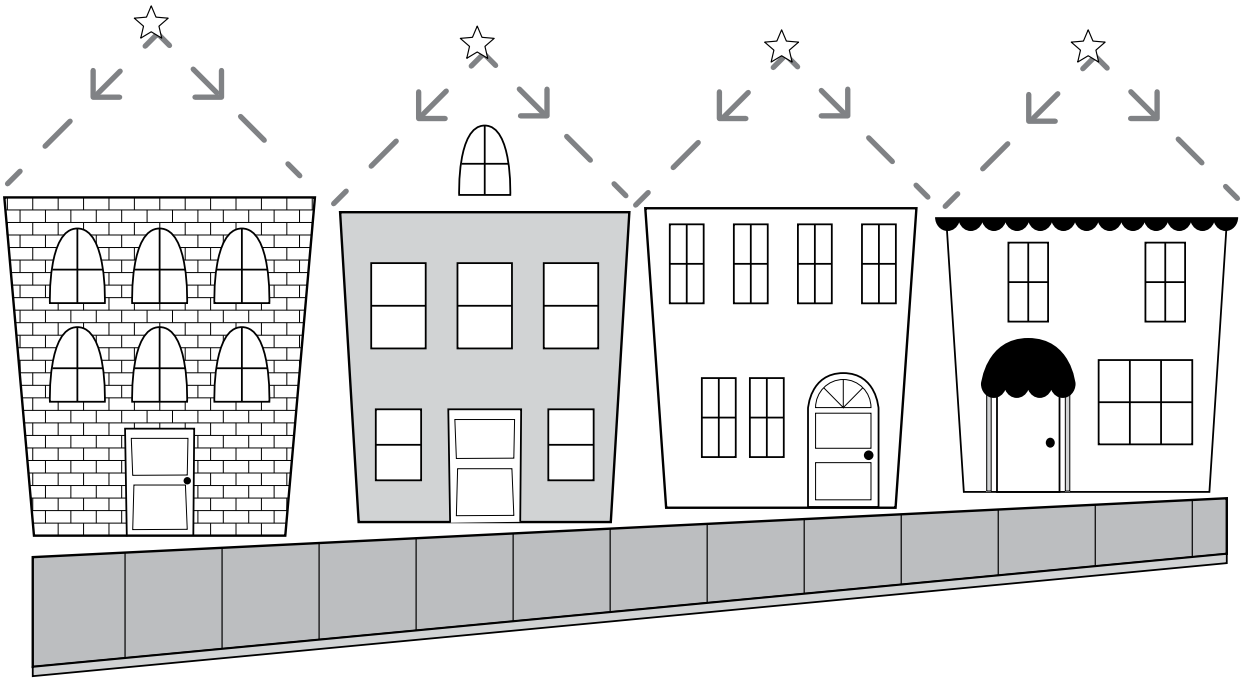
- Read a story to your child.
- Pick one short sentence from the story with no more than five words. Say the sentence to your child. As you speak, lift one finger for each word in the sentence.
- Let your child try to lift his or her fingers for each word while saying the sentence.
- Note: If counting five words is too hard, choose a shorter sentence.
- Repeat multiple times.

NAME: _____

DATE: _____

7.1 **Activity Page**

*Directions: Ask students to trace the dotted lines, starting at the stars. Students may color the pictures (optional).*

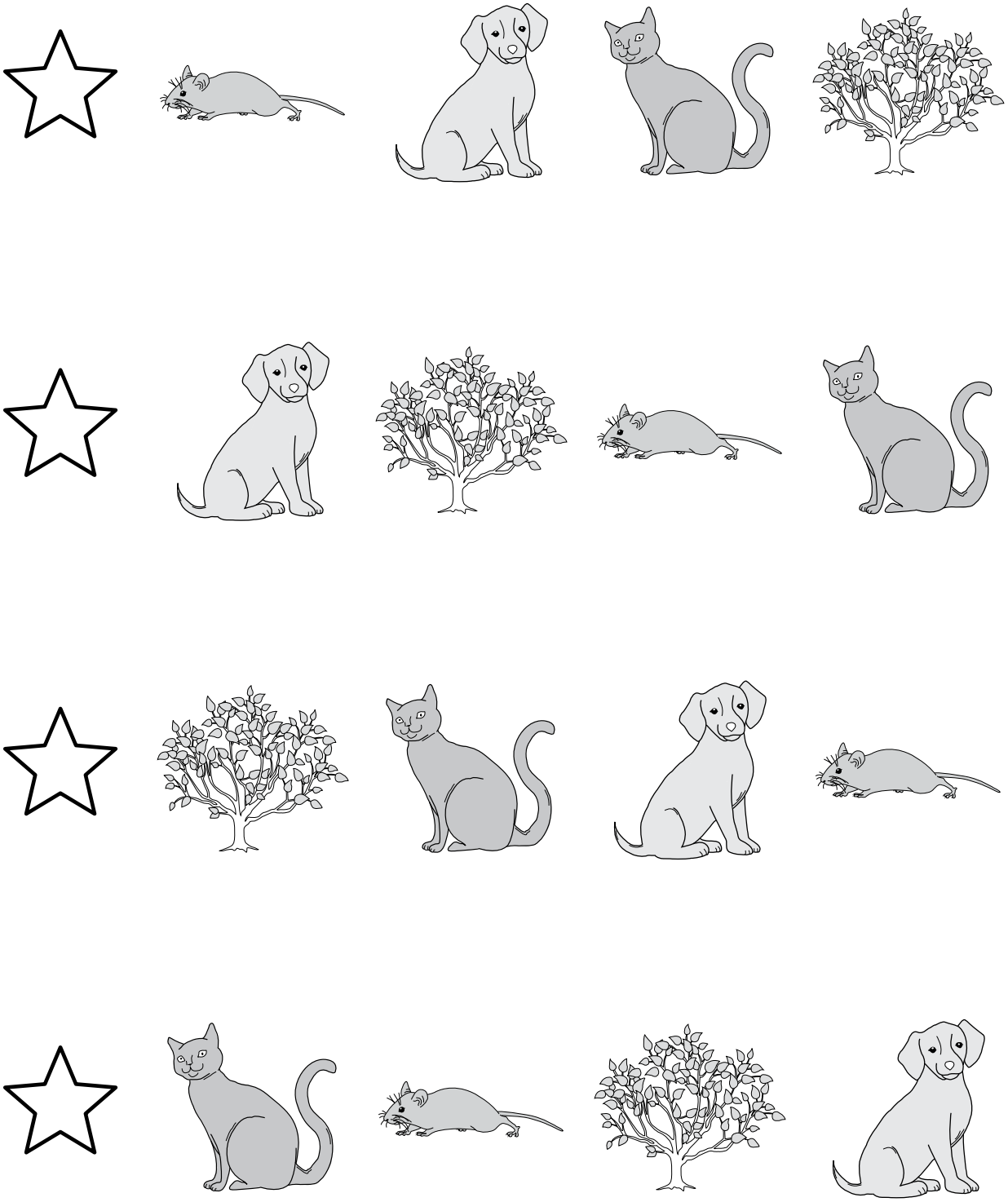


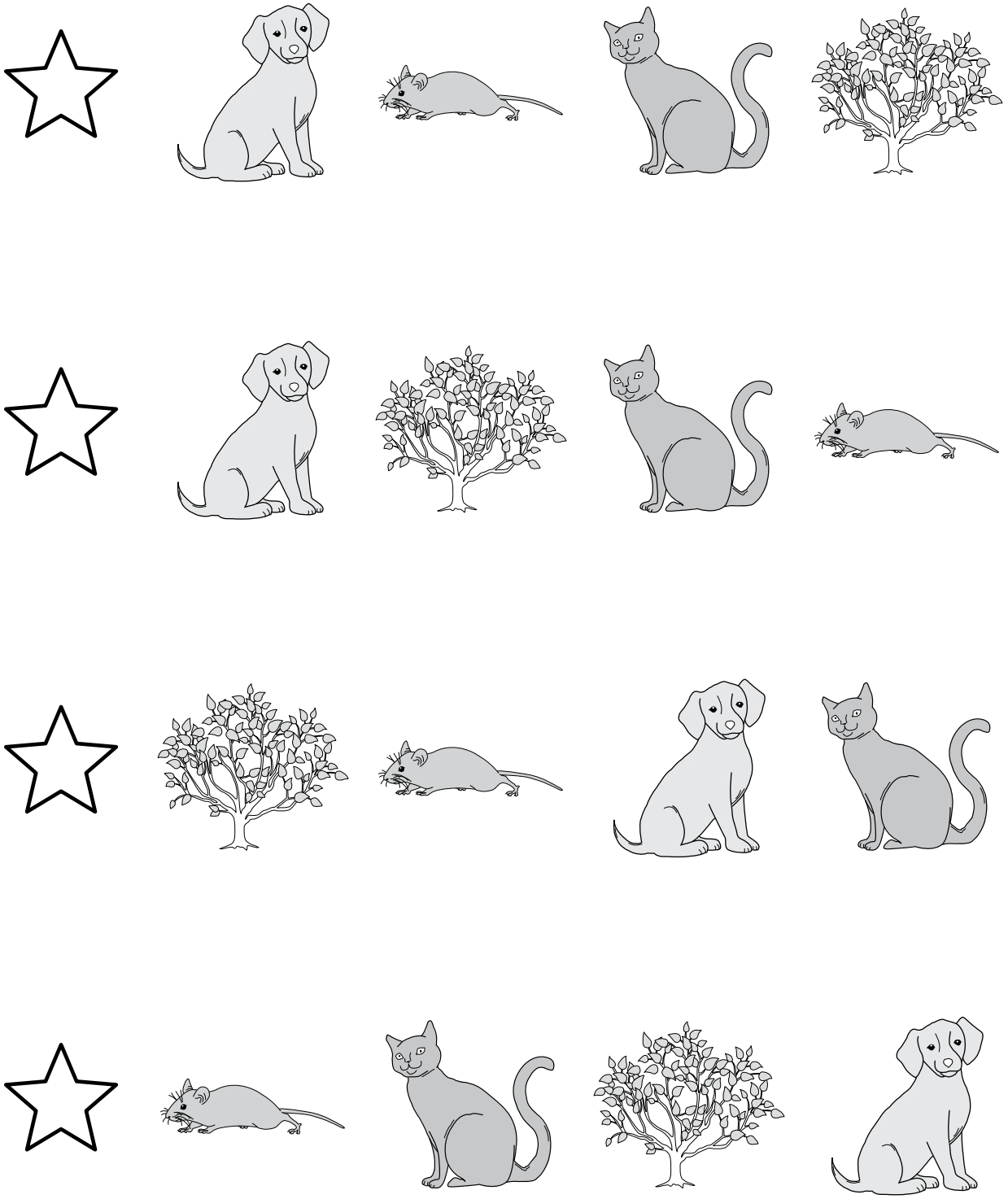
NAME: _____

DATE: _____

# 7.2 Activity Page

*Directions: Ask students to simultaneously name and point to the pictures in each row from left to right. Students should identify the pictures in the top row, then the second row, then the third row, and then the bottom row.*





NAME: _____

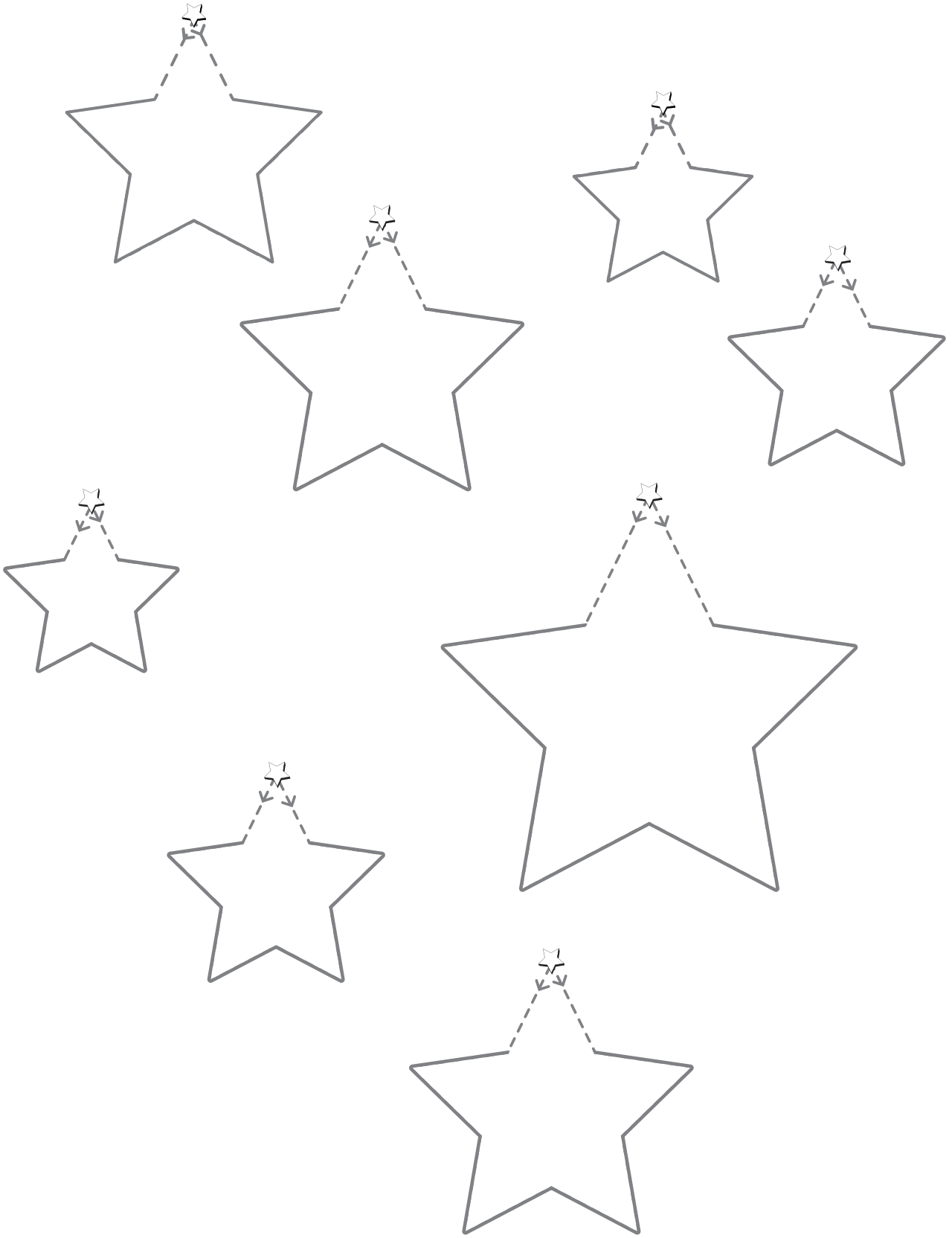
DATE: _____

# 7.3

**Take-Home**

**Dear Family Member,**

In class, we have been practicing diagonal lines. Knowing how to draw a diagonal line is important because diagonal lines are found in a number of letters (e.g., 'k', 'v', 'x'). Please have your child trace the dotted diagonal lines on the front and back of this activity page, starting at the small stars on top of each larger star. Your child may color the page.

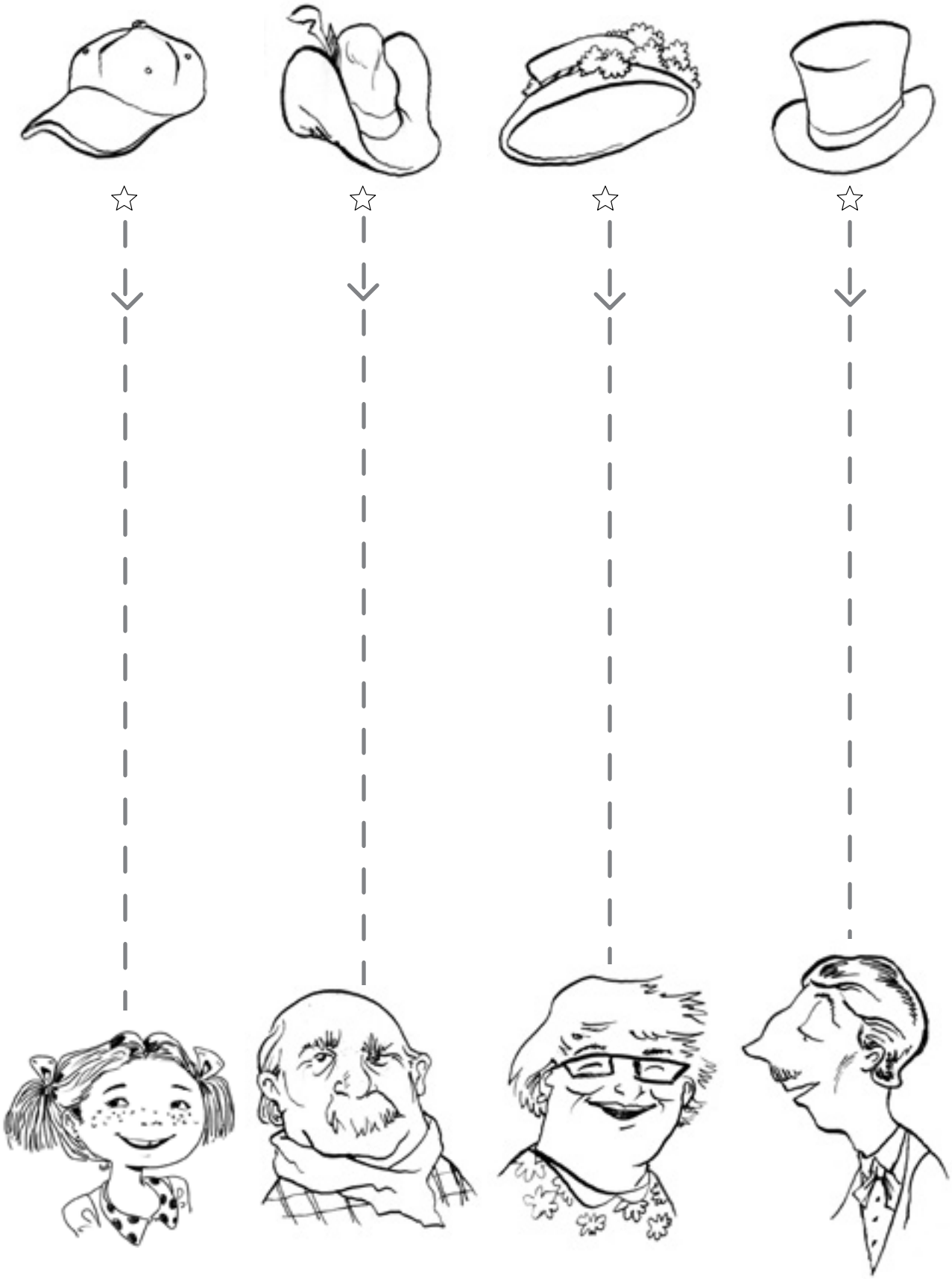


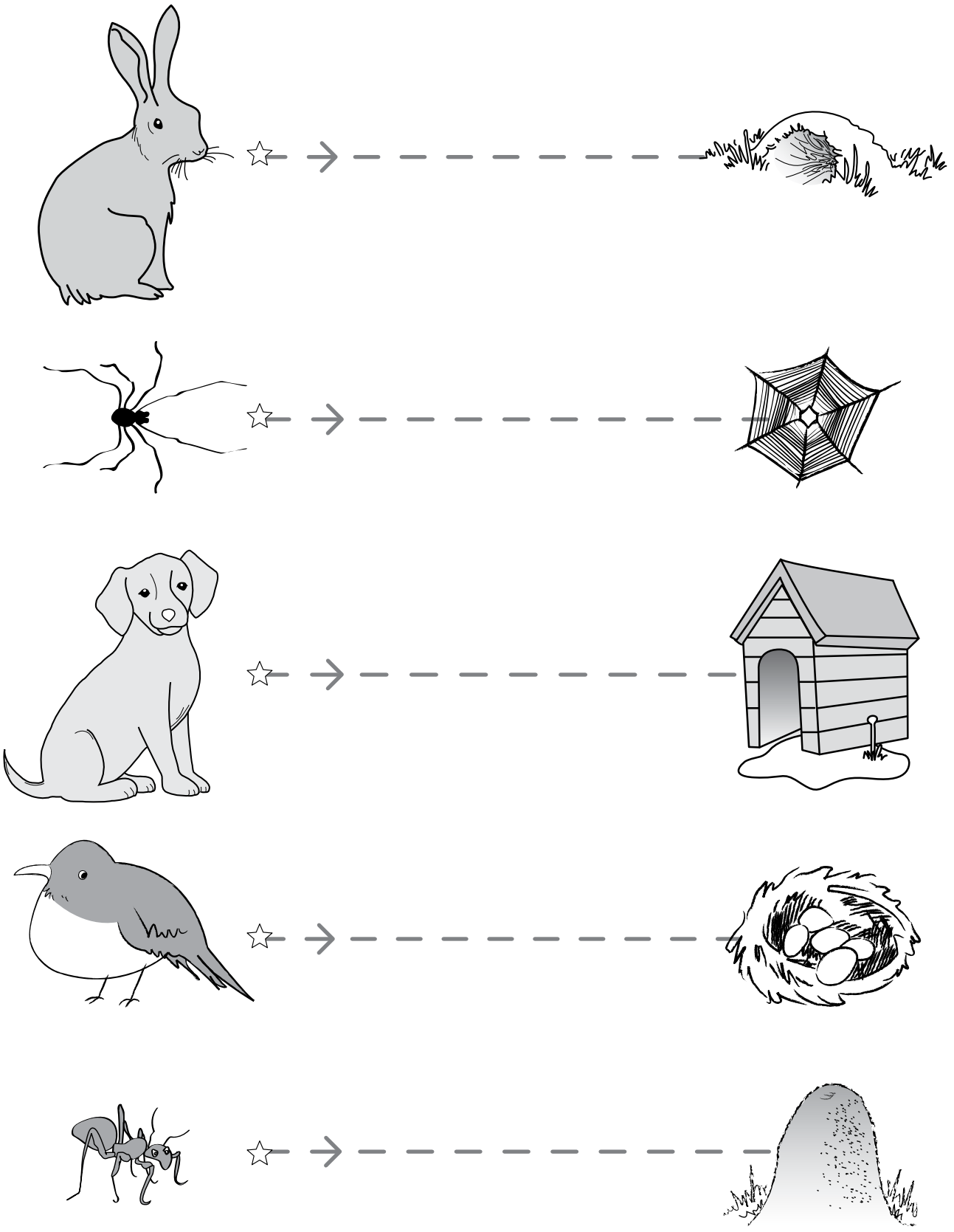
NAME: _____

DATE: _____

# 8.1 Activity Page

*Directions: Ask students to trace the dotted lines, starting at the stars and moving down on the front of the activity page and moving to the right on the back of the activity page. Students may color the pictures (optional).*





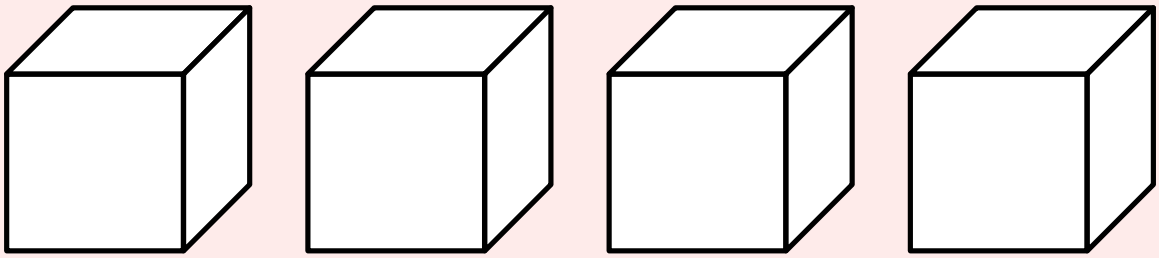
NAME: _____

DATE: _____

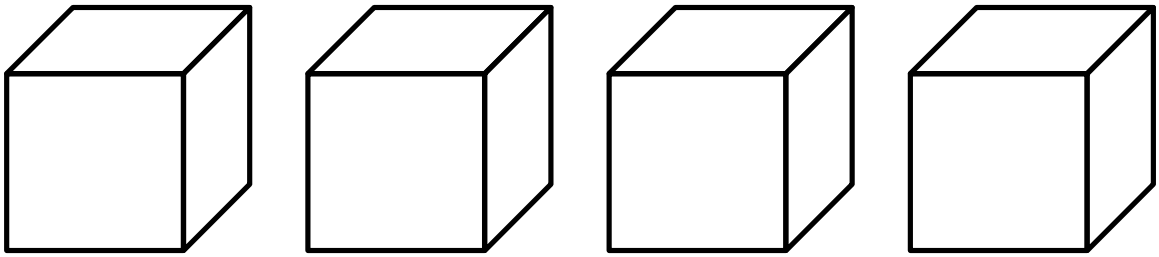
9.1 **Activity Page**

*Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.*

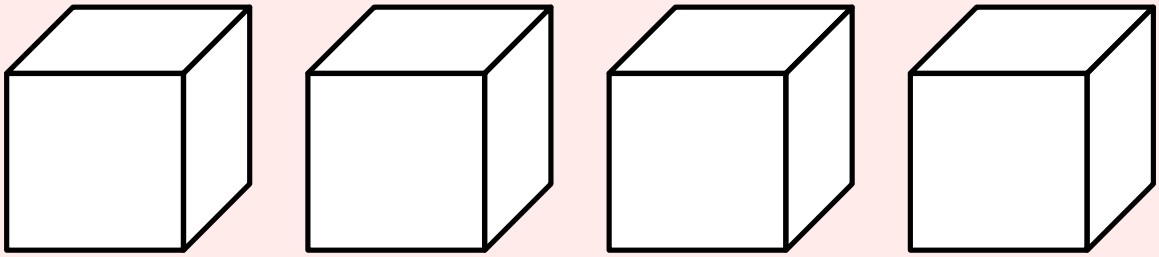
**1.**



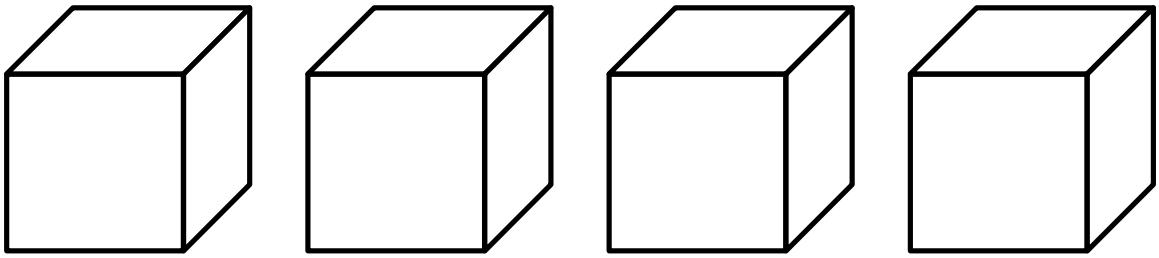
**2.**



**3.**



**4.**

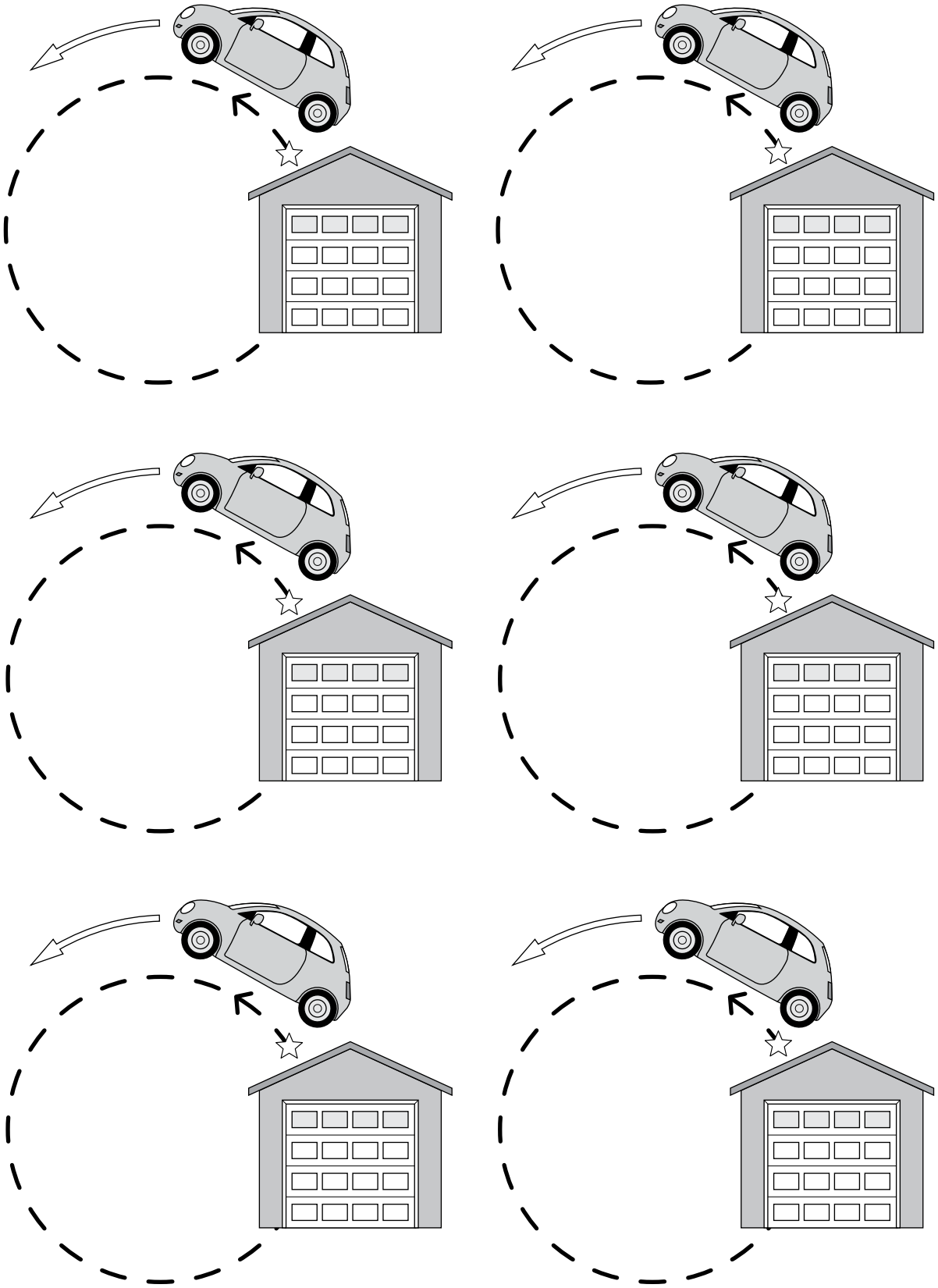


NAME: _____

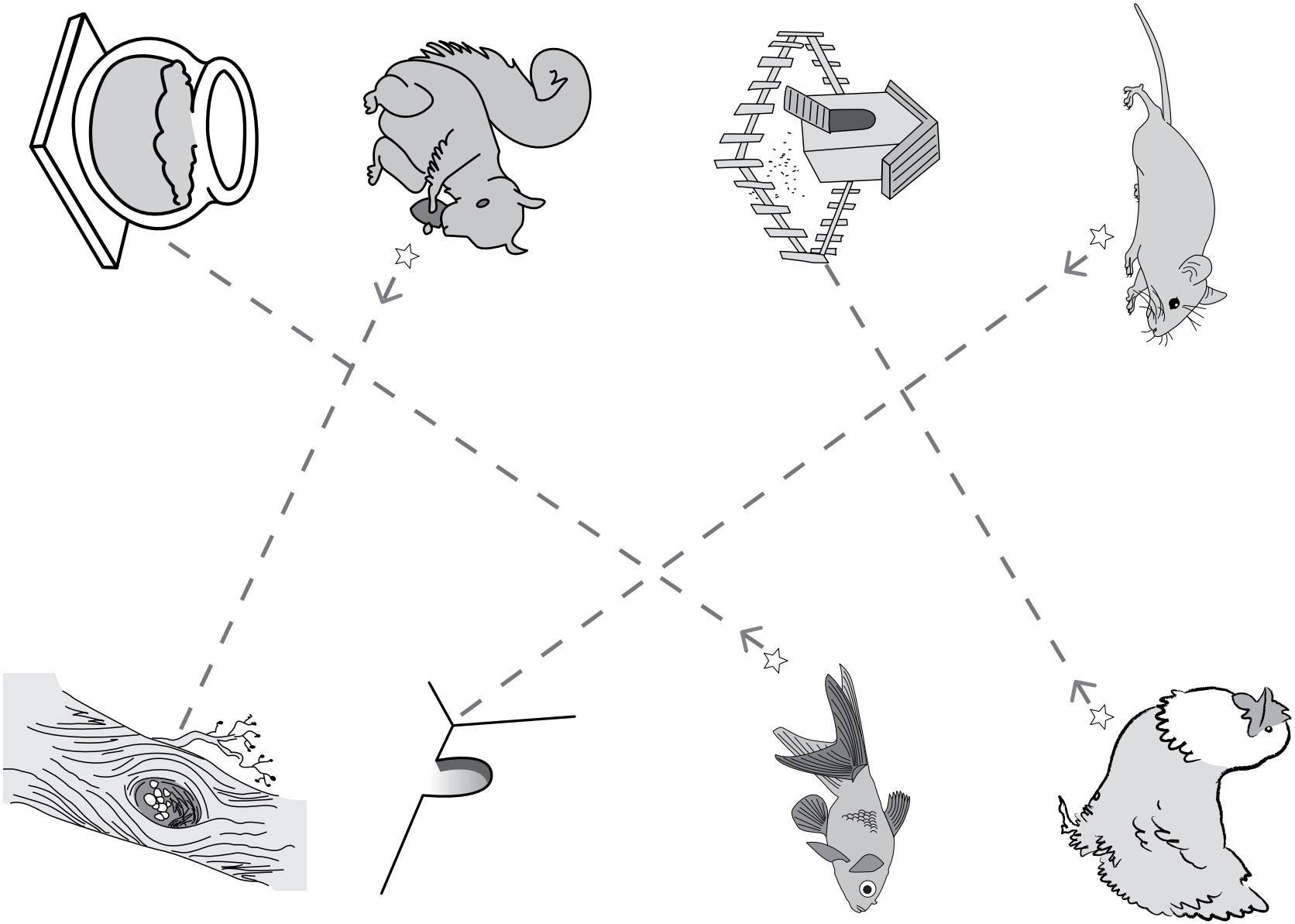
DATE: _____

9.2 **Activity Page**

*Directions: Ask students to trace the dotted circles, starting at the stars and moving to the left. Students may color the pictures (optional).*



*Directions: Ask students to trace the dotted lines, starting at the stars. Students may color the pictures (optional).*



NAME: _____

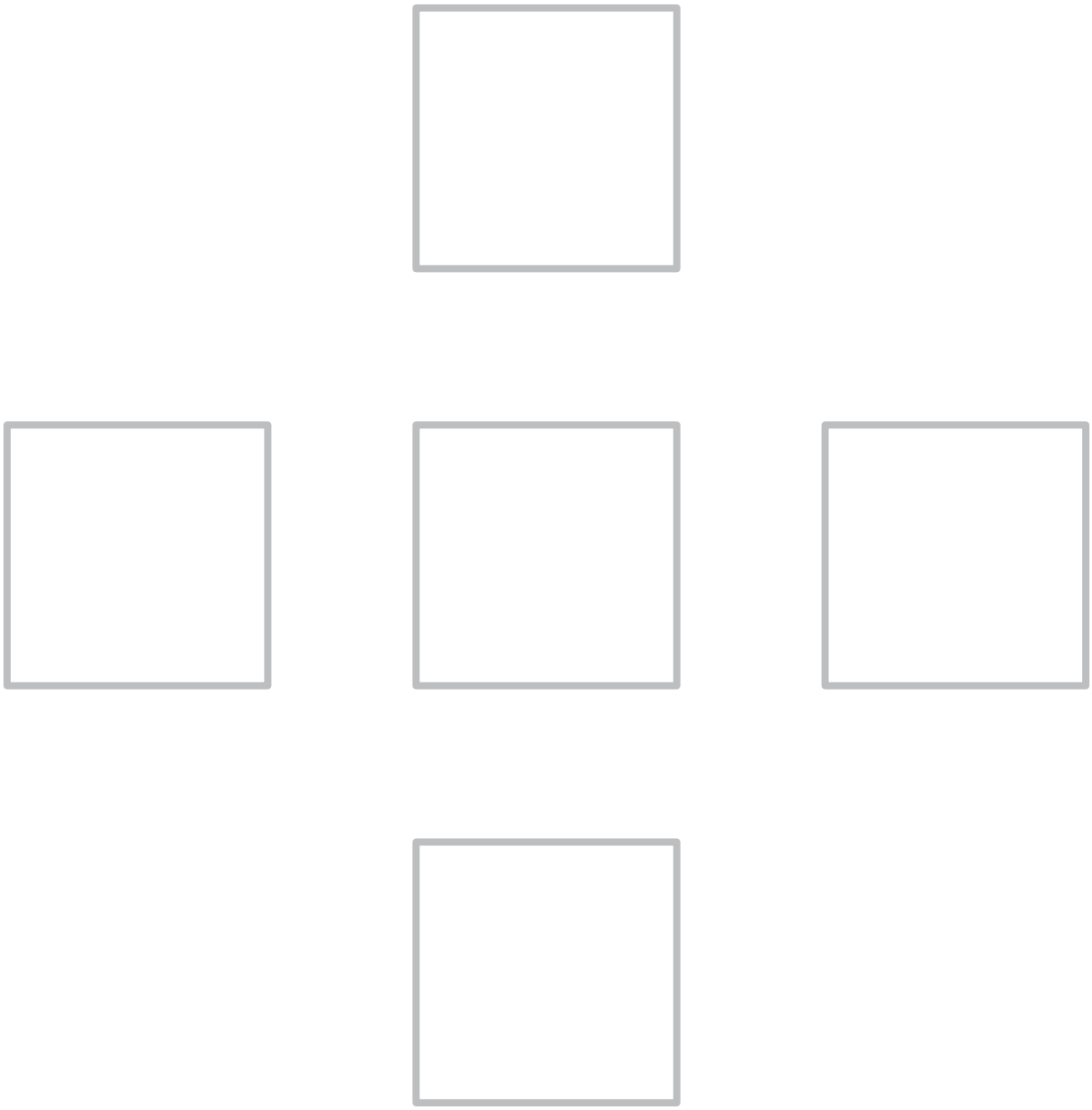
DATE: _____

# 9.3

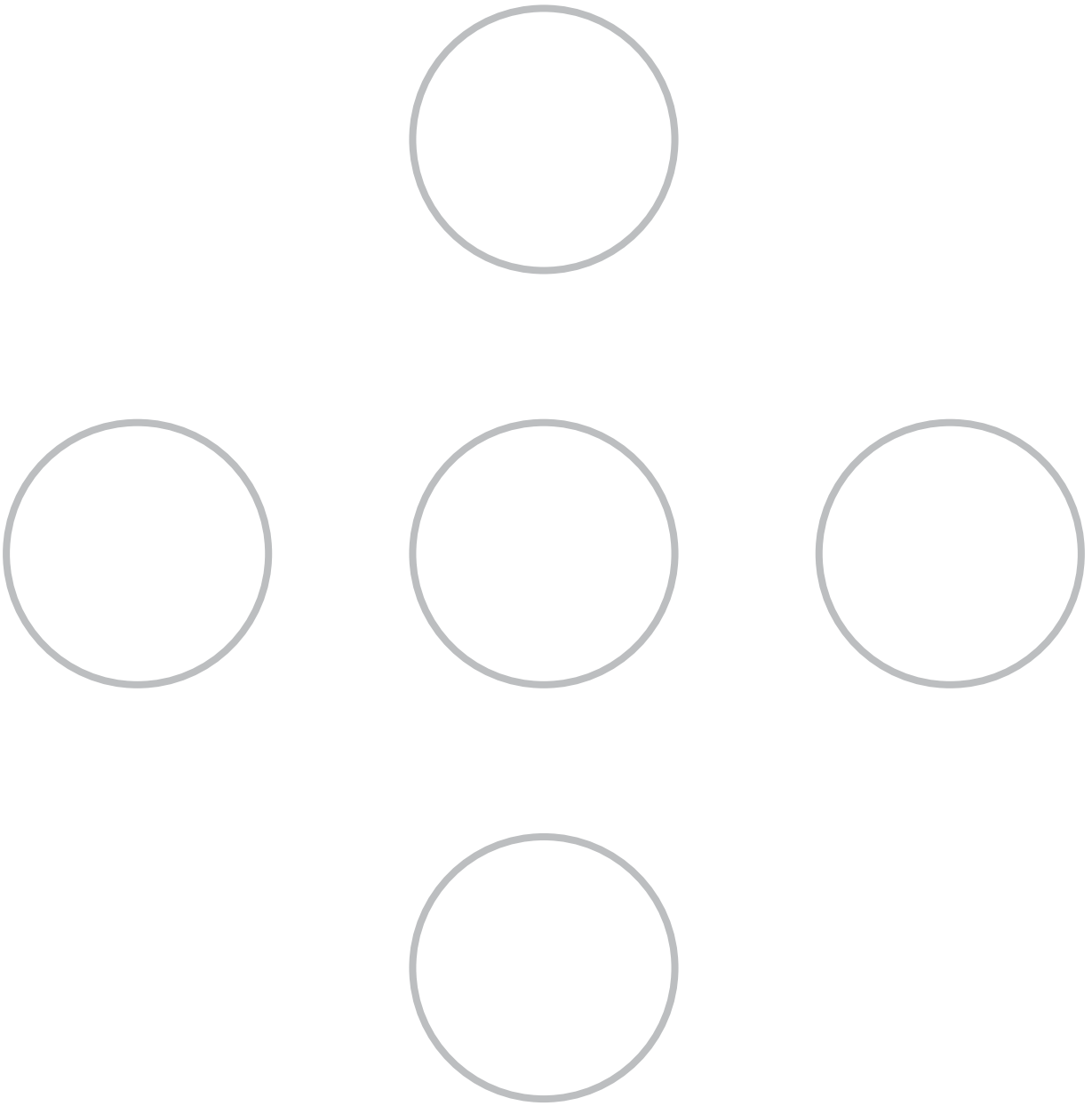
**Take-Home**

**Dear Family Member,**

In class, we have been using the position words *top*, *bottom*, *left*, *right*, and *middle*. This activity page is meant to give your child more practice with these words. Giving one direction at a time, ask your child to color the square on the *left* green, the square on the *right* red, the *top* square orange, the *middle* square blue, and the *bottom* square yellow.



Please direct your child to color the circle on the *left* green, the circle on the *right* red, the *top* circle blue, the *middle* circle yellow, and the *bottom* circle orange. Check your child's work, and review the meanings of the position words if necessary. Use these words in your day-to-day activities, "Put your socks in the middle drawer," "Use your right hand to open the door," etc.



NAME: _____

DATE: _____

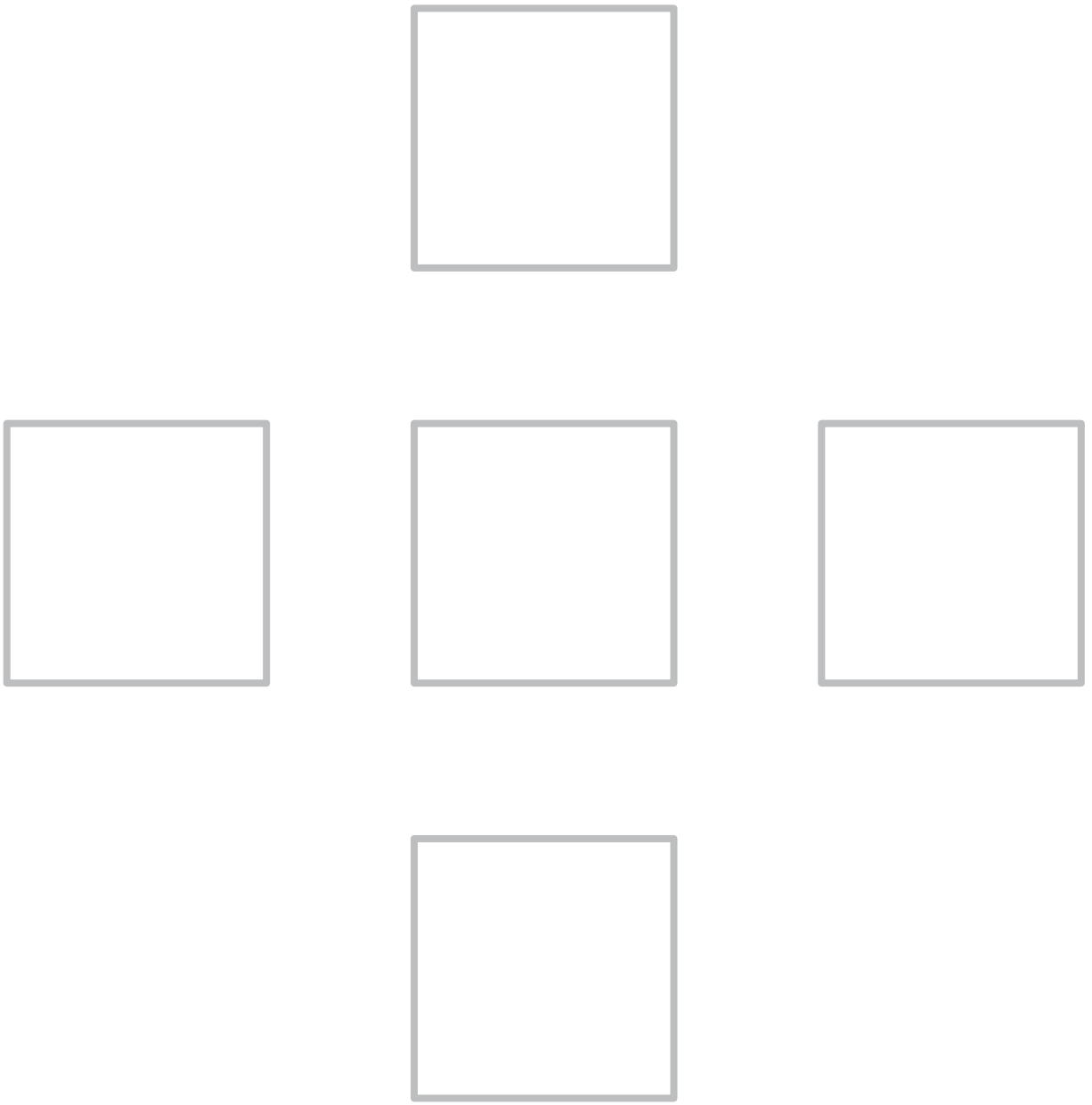
# 10.1 PART 1

**Assessment**

*Directions: Ask students to copy each item.*

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

*Directions: Ask students to color the box on the left* green, *the box on the right* red, *the top box* yellow, *the middle box* orange, *and the bottom box* blue.



Part 1 (Writing Strokes) Score: _____
Part 2 (Position Words) Score: _____

NAME: _____

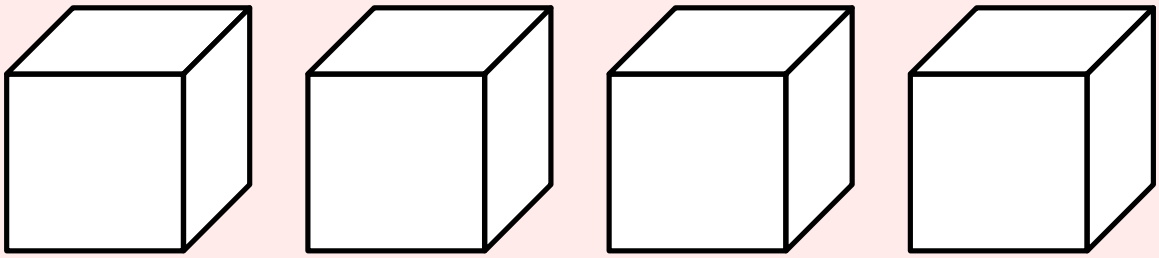
DATE: _____

# 10.2 PART 3

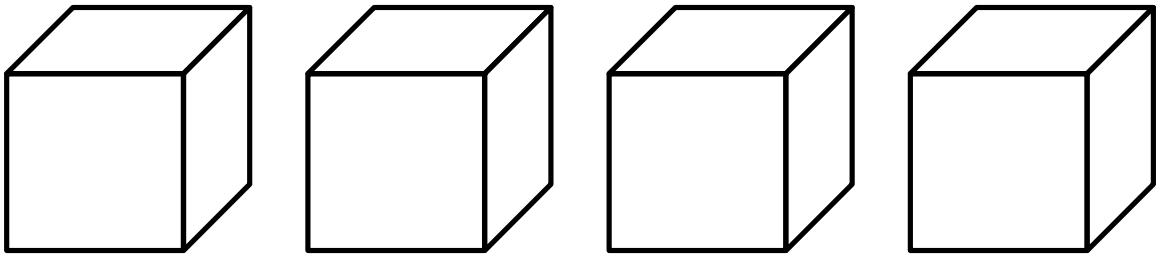
**Assessment**

*Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.*

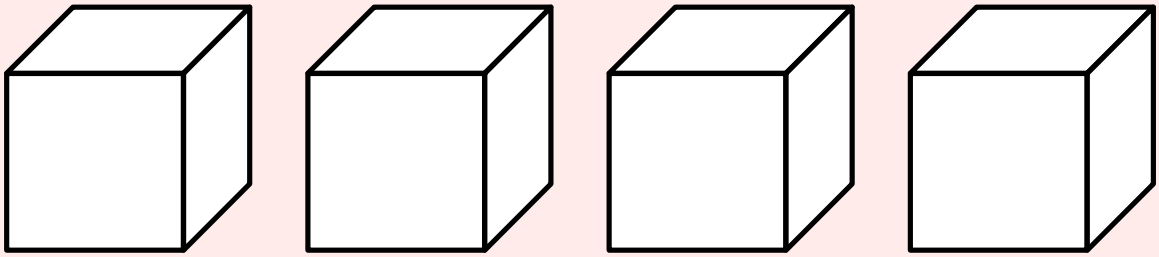
**1.**



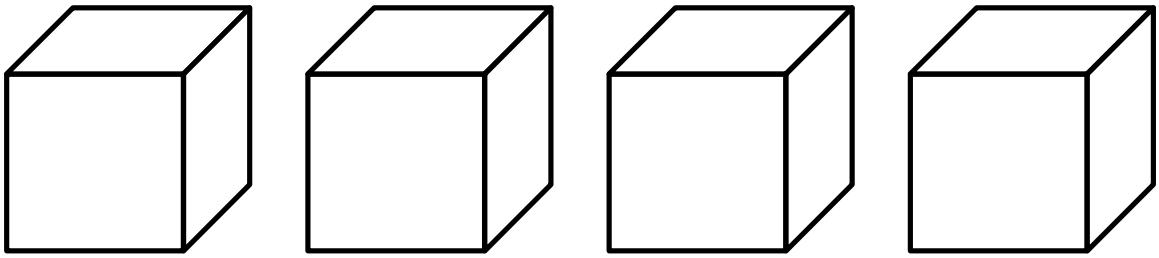
**2.**



**3.**



**4.**



Part 3 (Word Discrimination) Score: _____

NAME: _____

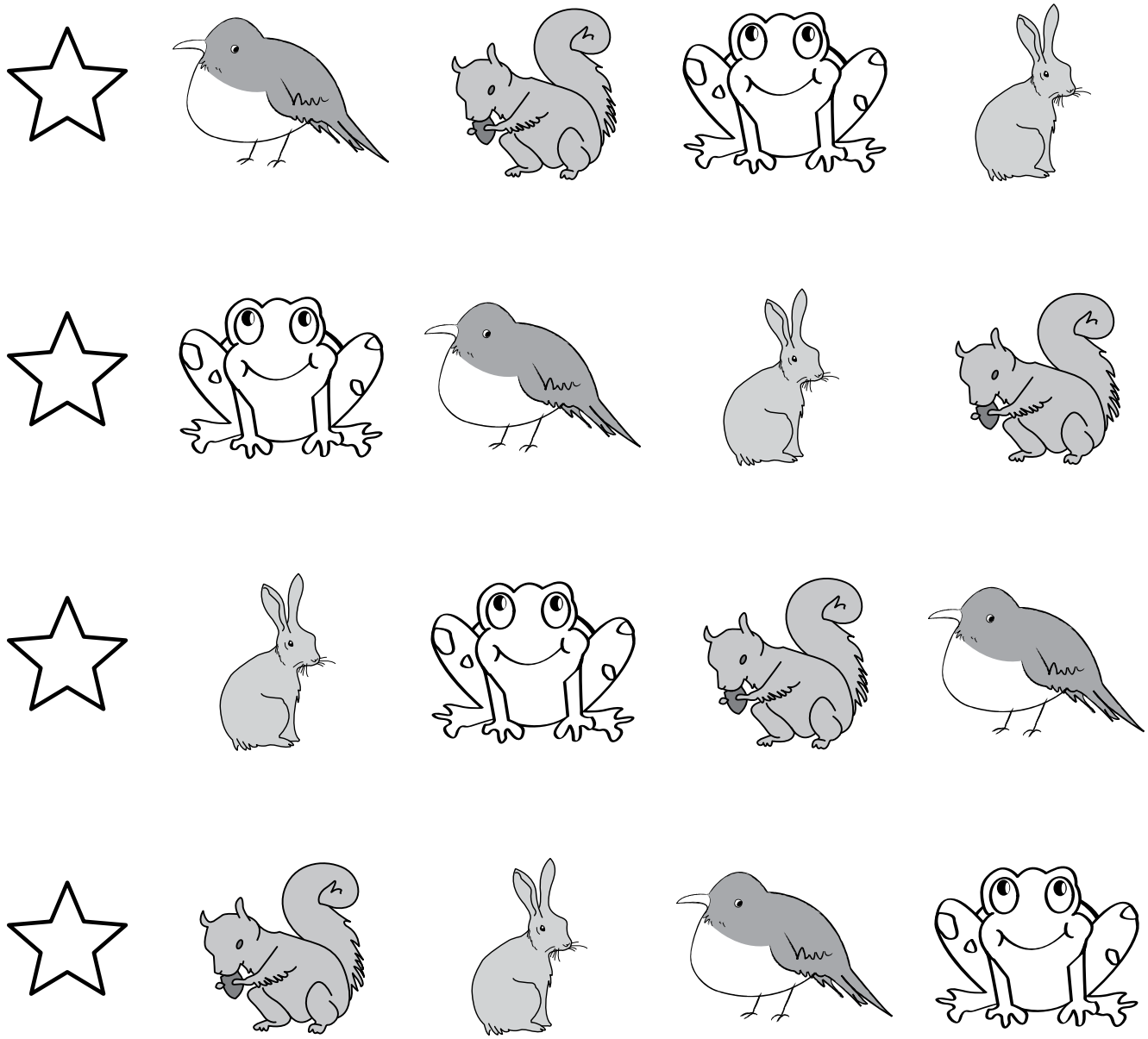
DATE: _____

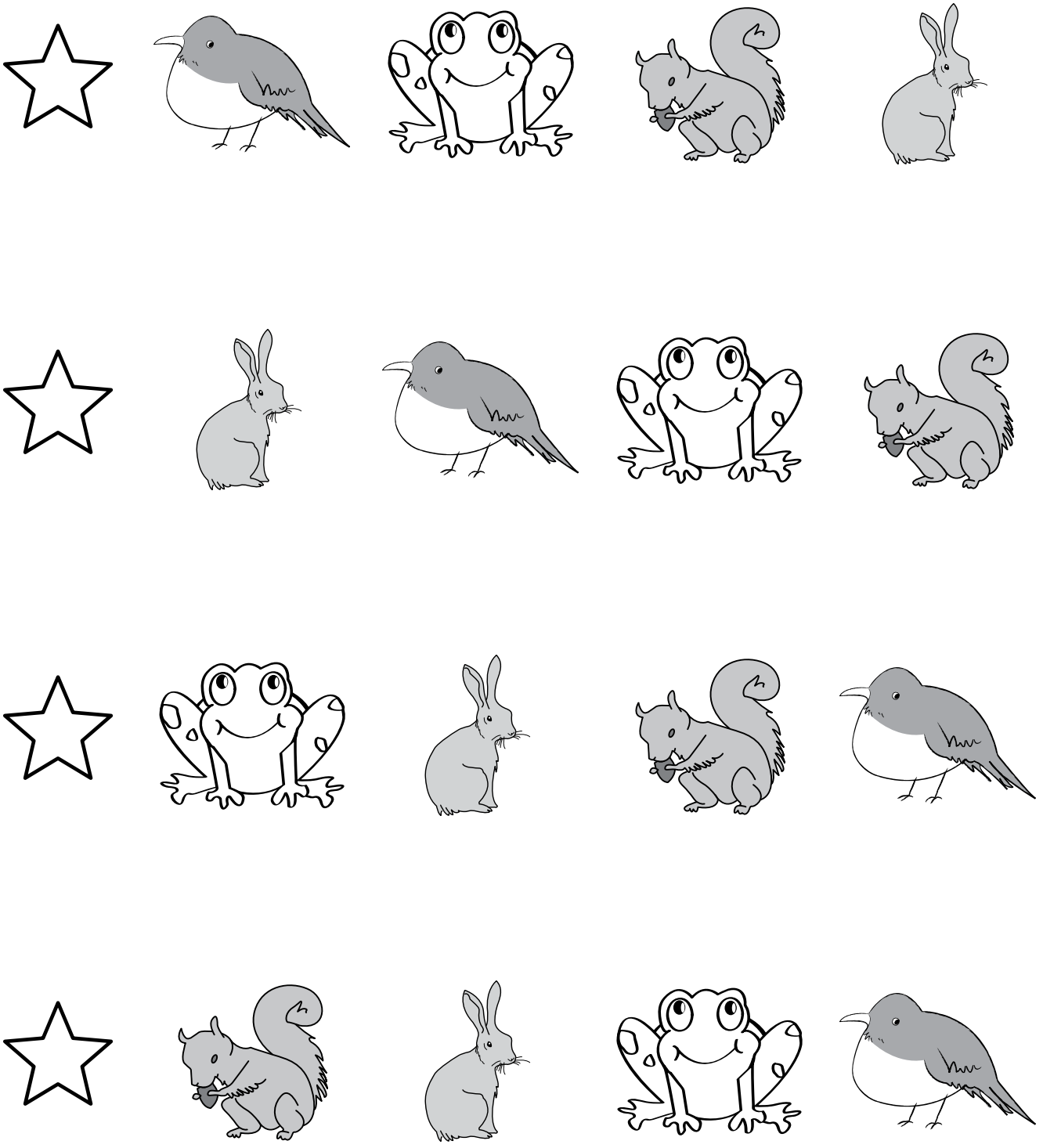
# 10.3

**Take-Home**

**Dear Family Member,**

When we read, we track from left to right and top to bottom. This activity page will help familiarize your child with the directionality of reading. Have your child name and point to the pictures in each row from left to right on the front and back of this activity page. Your child should identify the pictures in the top row, then the pictures in the second row, then the pictures in the third row, and then the pictures in the bottom row.



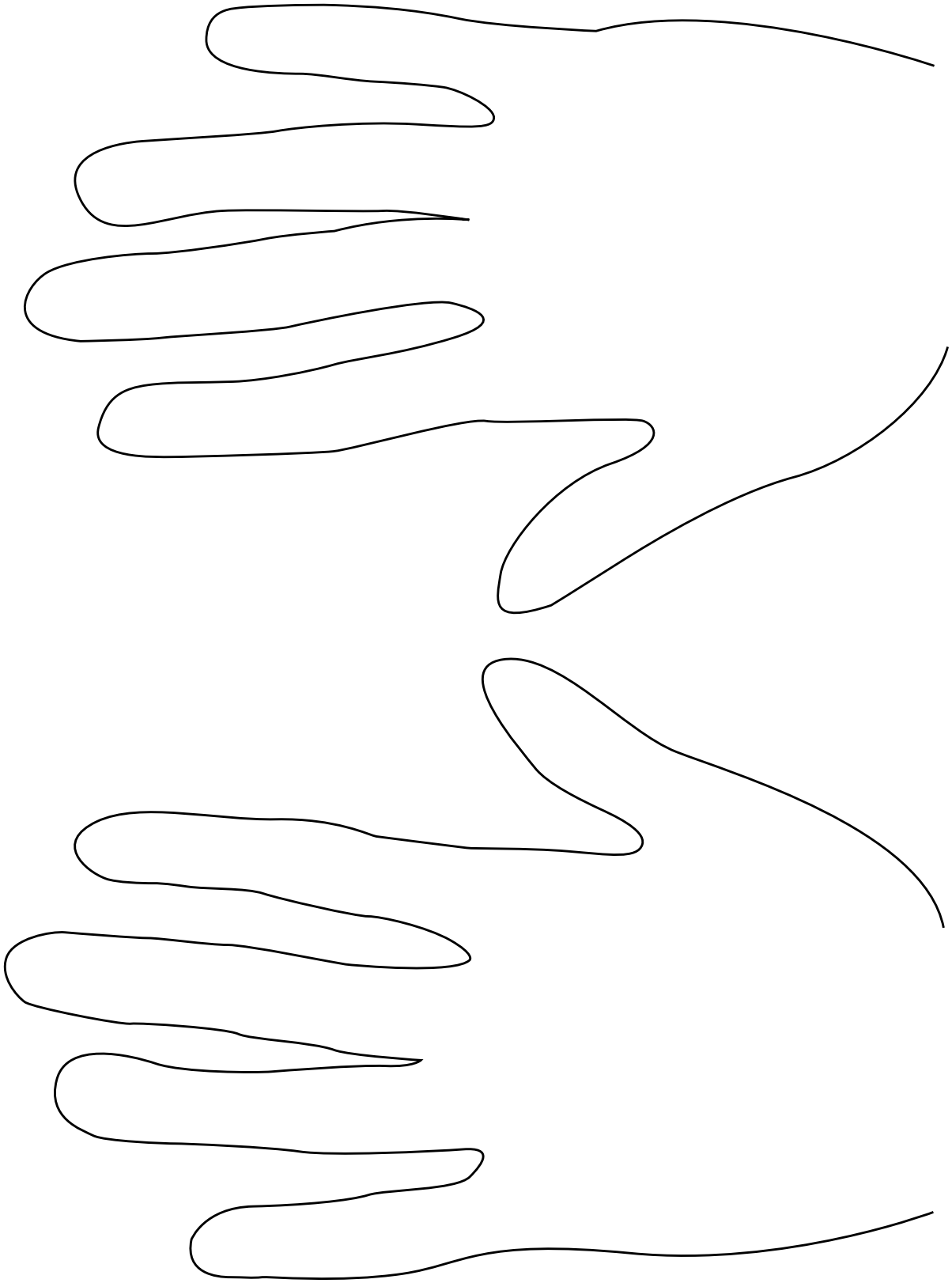


NAME: _____

DATE: _____

PP.1 **Activity Page**

*Directions: Ask students to color the left hand green and the right hand red. Students may decorate the hands (optional).*



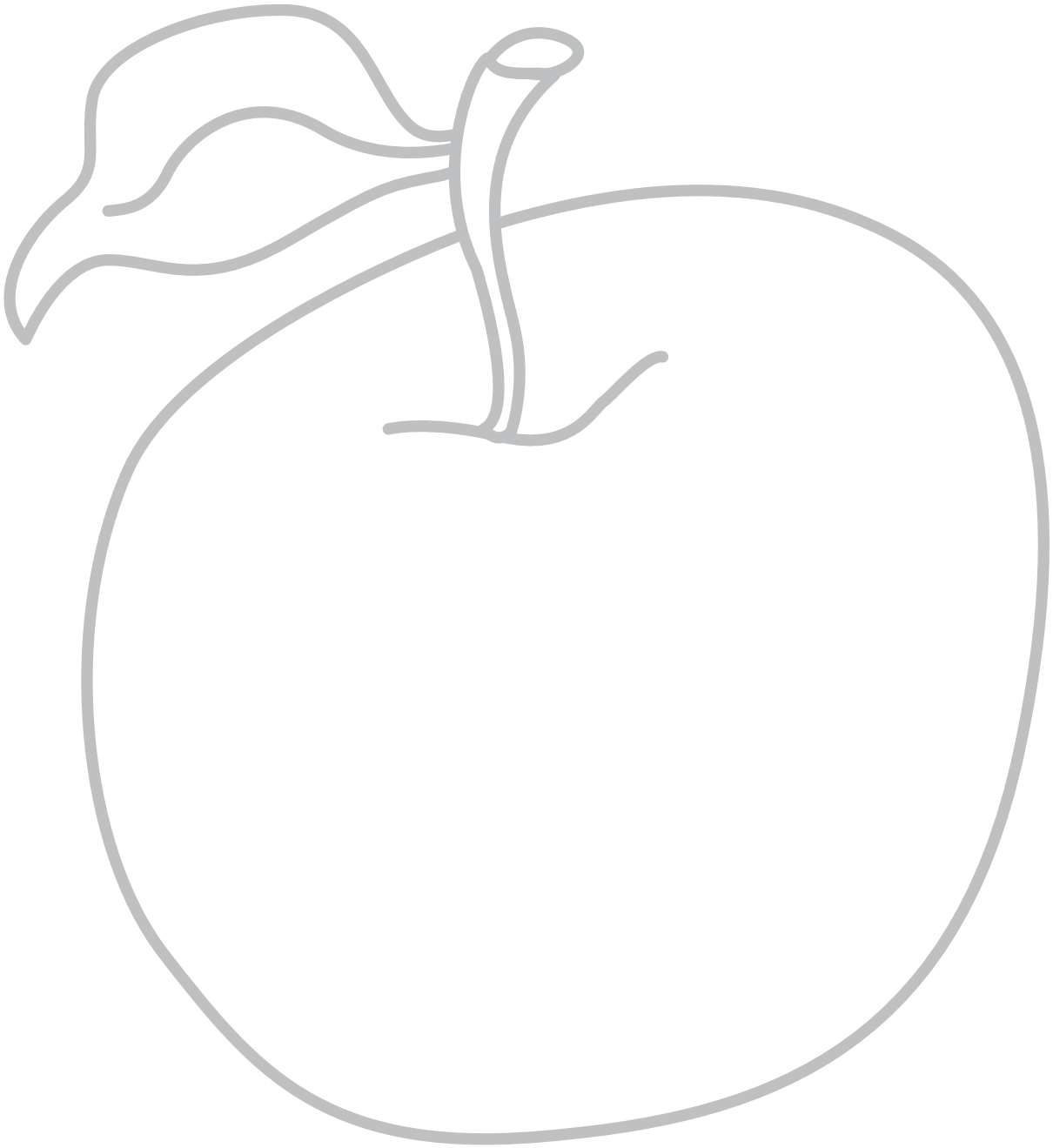
NAME: _____

DATE: _____

# PP.2

**Activity Page**

*Directions: Ask students to trace the outline of the figure several times. Students may color in the figure.*



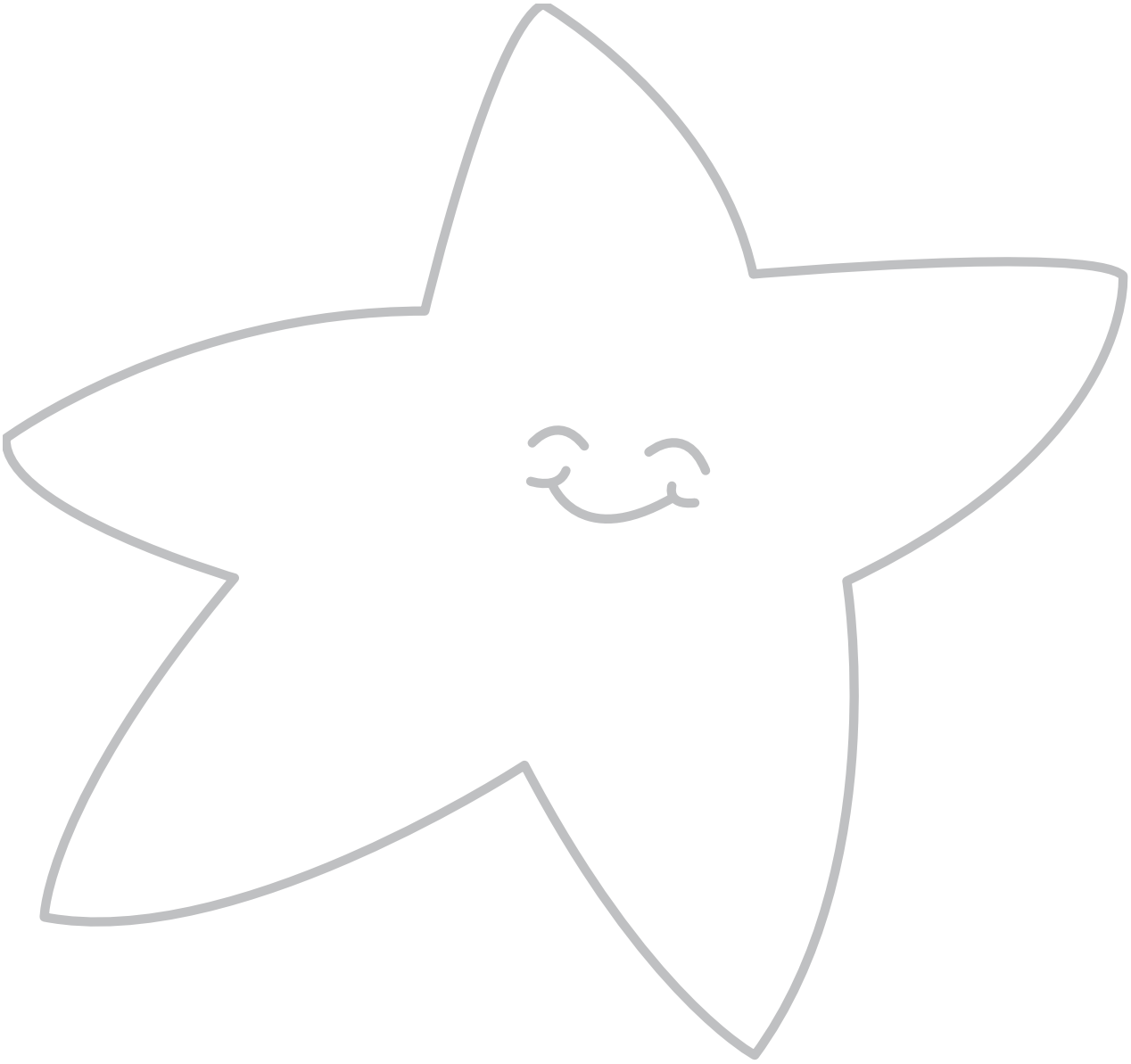
NAME: _____

DATE: _____

# PP.3

**Activity Page**

*Directions: Ask students to trace the outline of the figure several times. Students may color in the figure.*



NAME: _____

DATE: _____

# PP.4

**Activity Page**

*Directions: Ask students to trace the outline of the figure several times. Students may color in the figure.*

NAME: _____

DATE: _____

PP.5 **Activity Page**

*Directions: Ask students to trace the outline of the figure several times. Students may color in the figure.*

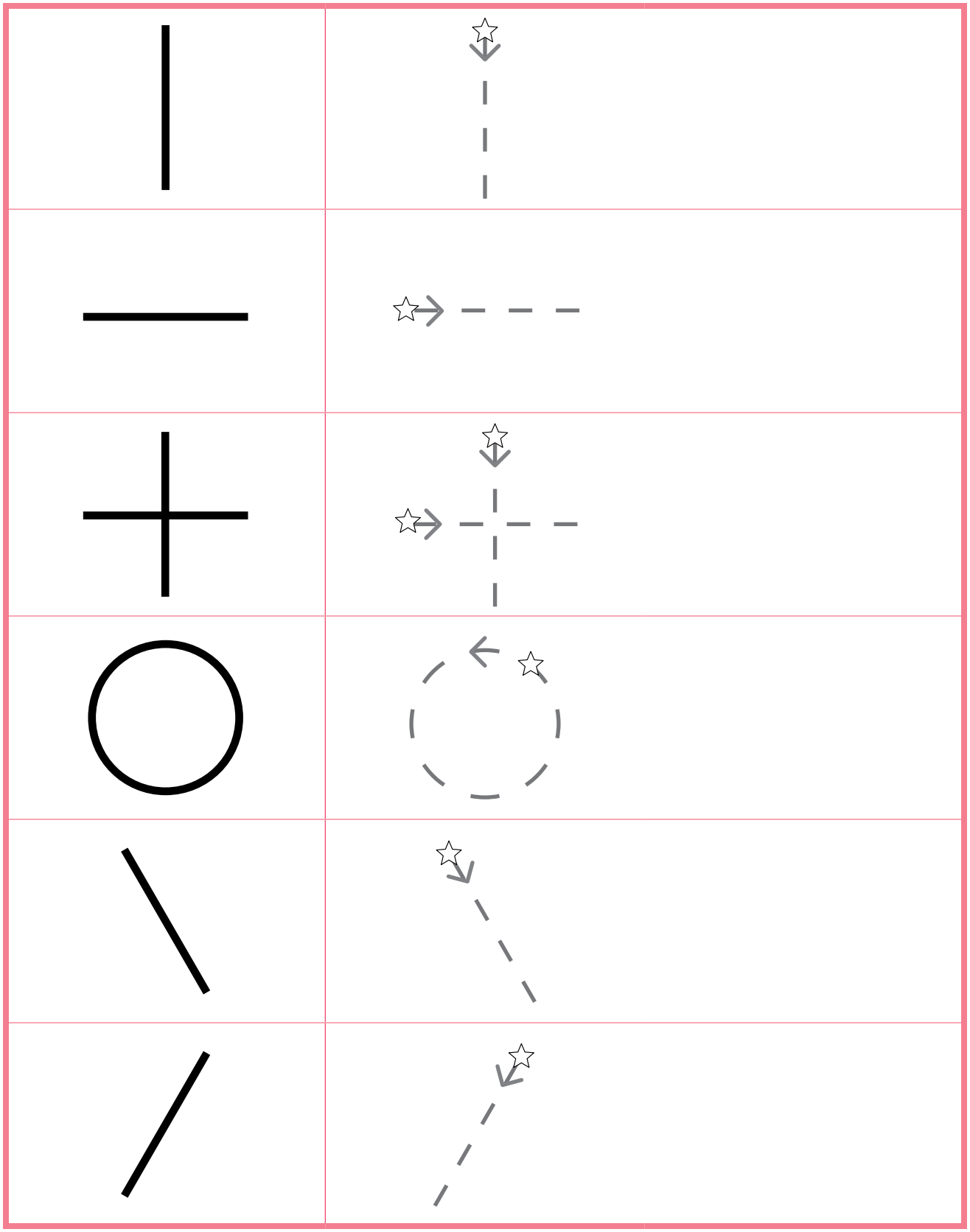
NAME: _____

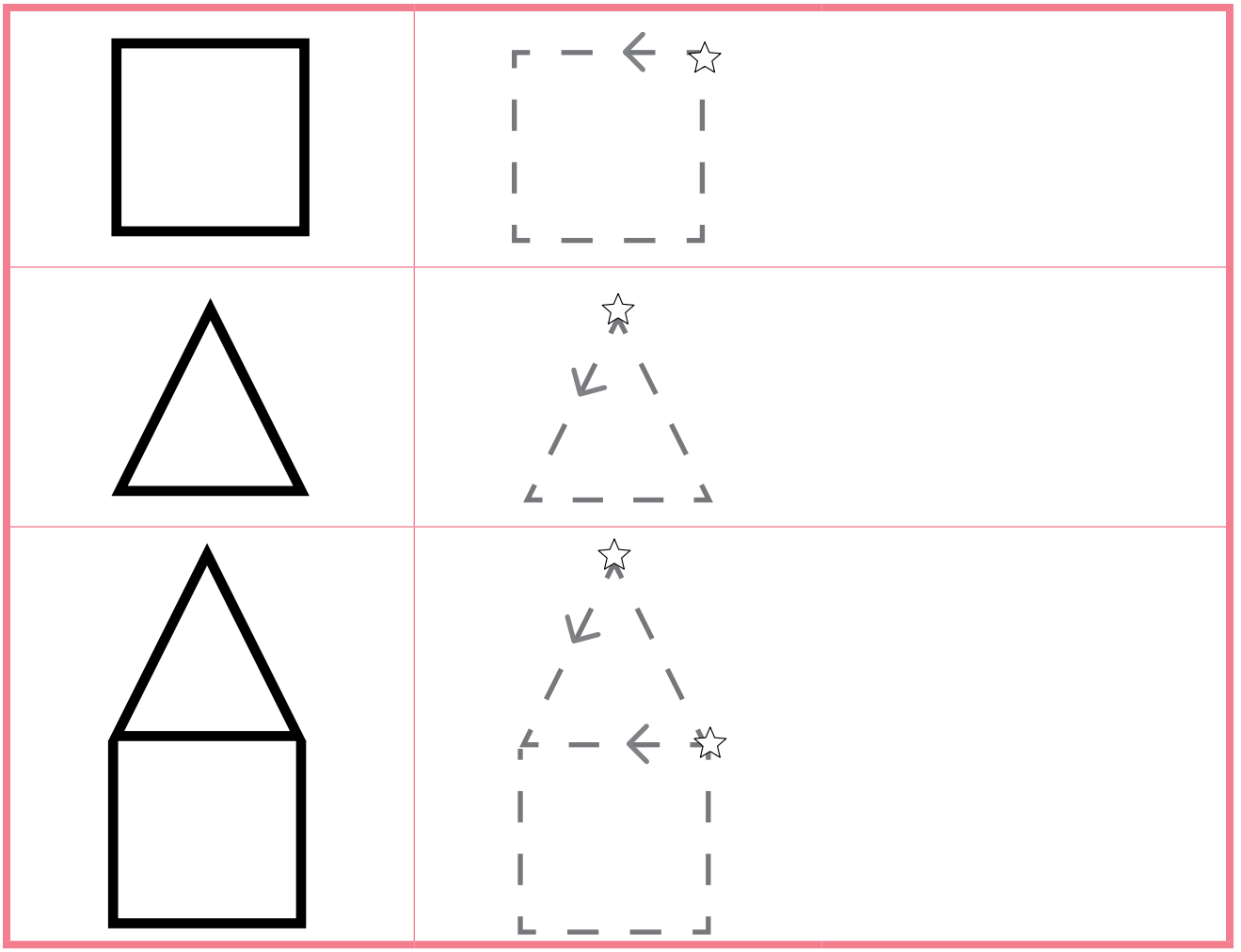
DATE: _____

# PP.6

**Activity Page**

*Directions: Ask students to first trace and then draw the shape.*





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Bluebonnet Learning
K–3 Foundational Skills

EDITION 1

# KINDERGARTEN FOUNDATIONAL SKILLS UNIT 1

## Activity Book

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