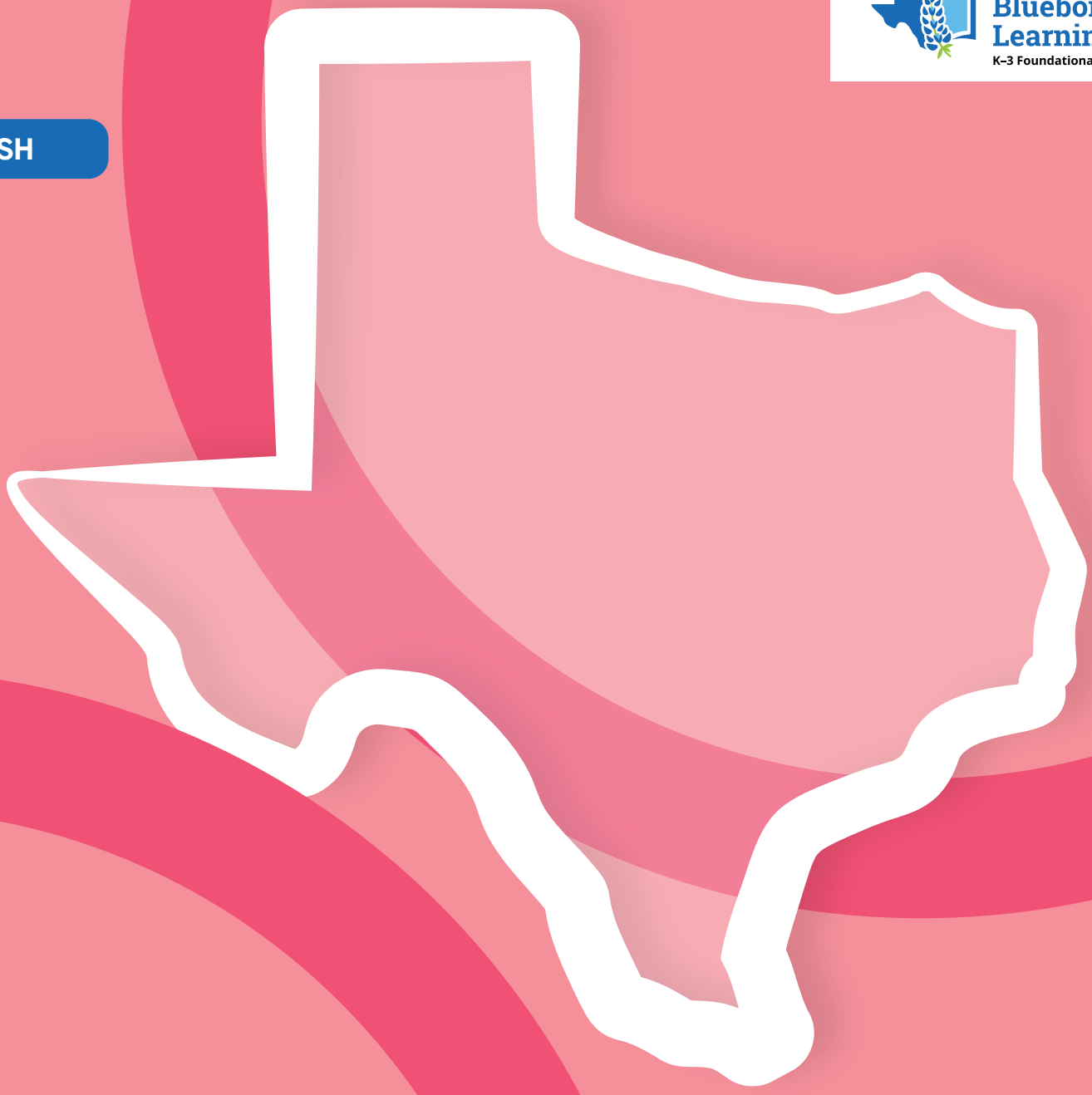
Bluebonnet Learning
K–3 Foundational Skills

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

Foundational Skills 4

Activity Book

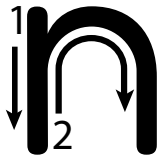
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 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.

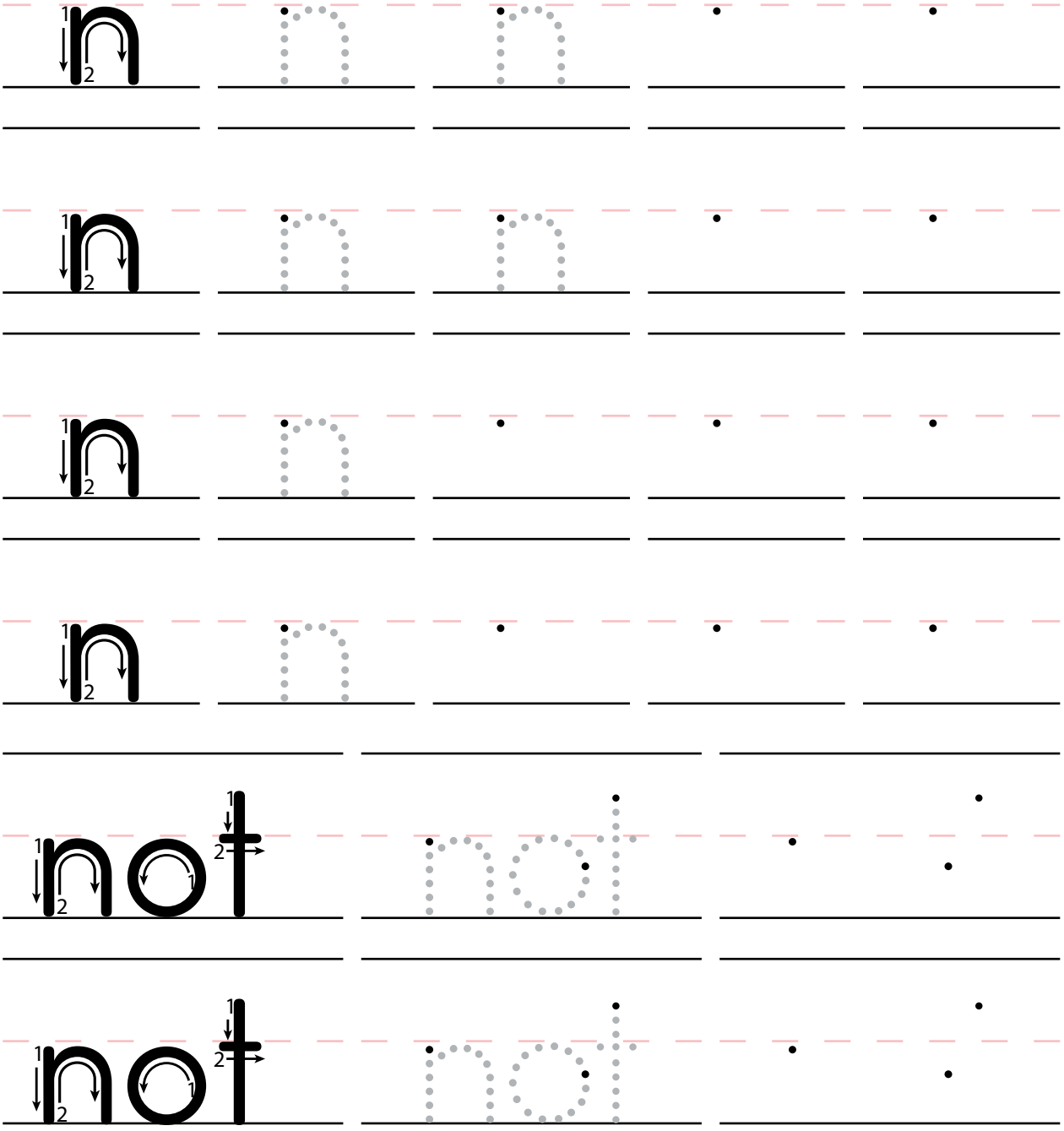
NAME: _____

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.

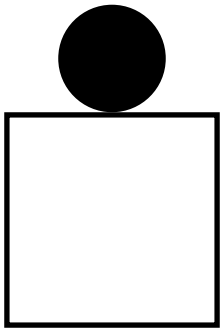




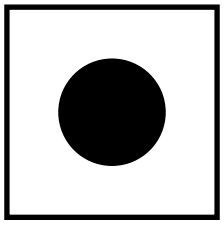
Directions: Have students read the words in the box and write each word under the matching picture.

in	cat
on	dog







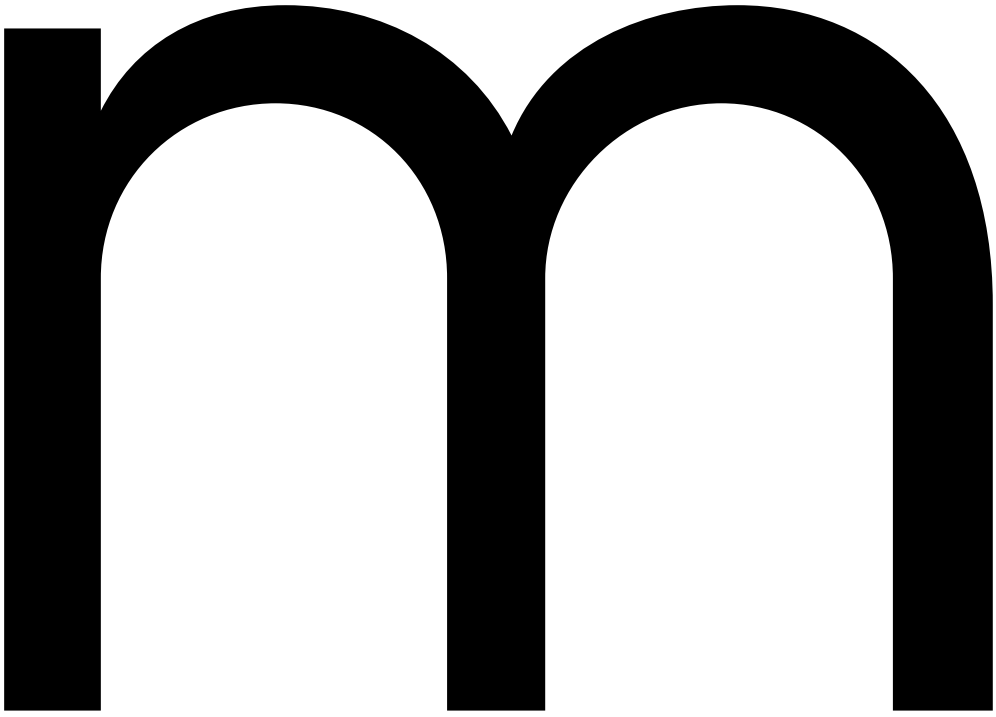


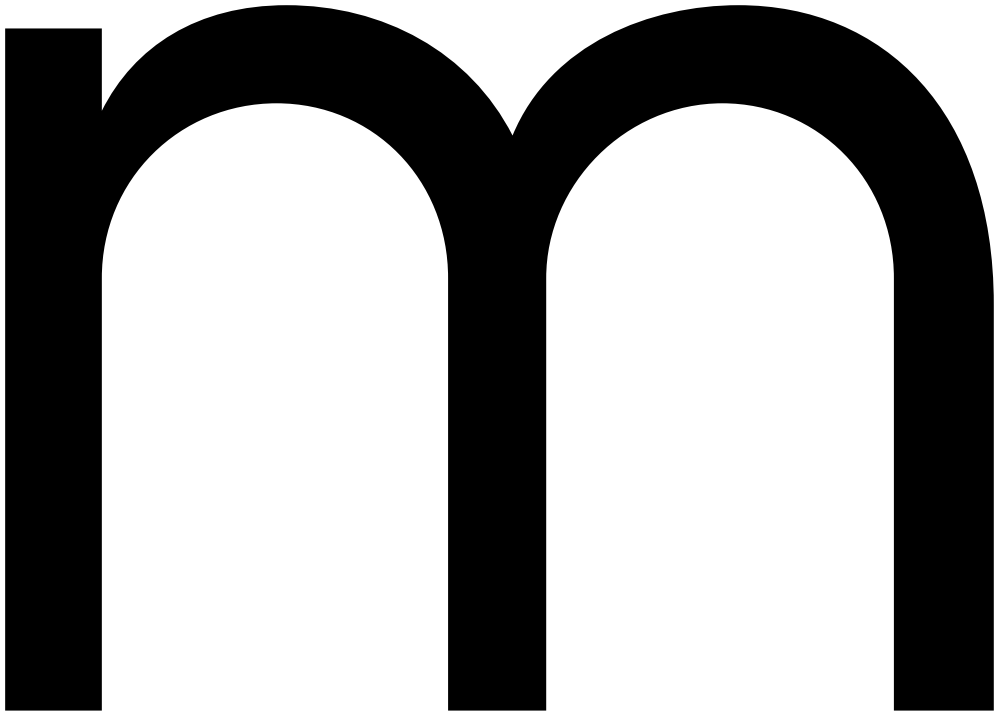
NAME: _____

DATE: _____

1.2 **Activity Page**

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

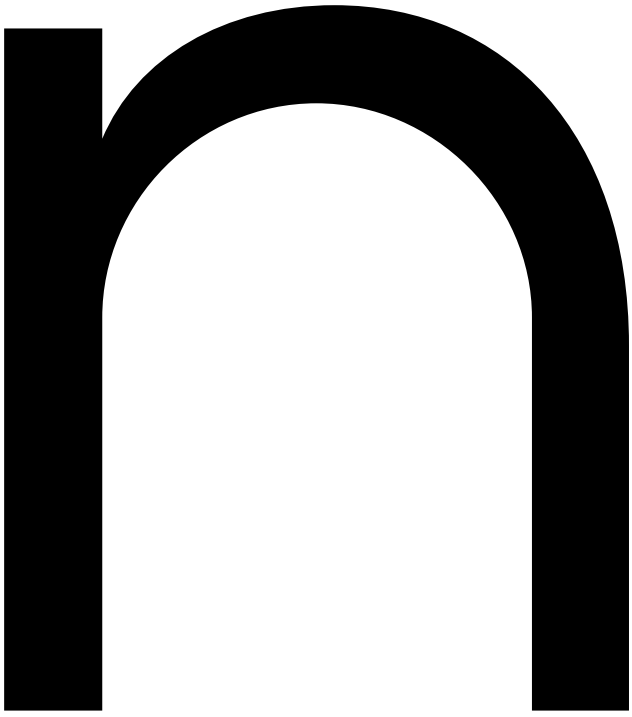


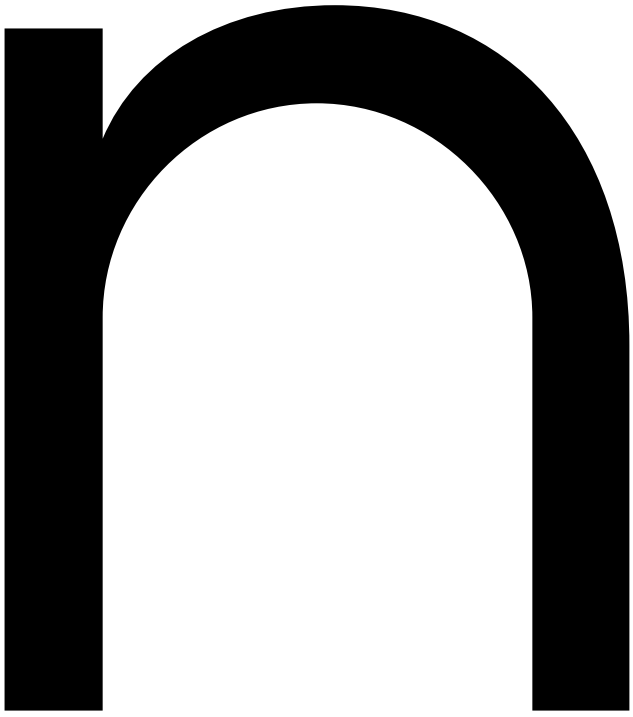


NAME: _____

DATE: _____

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



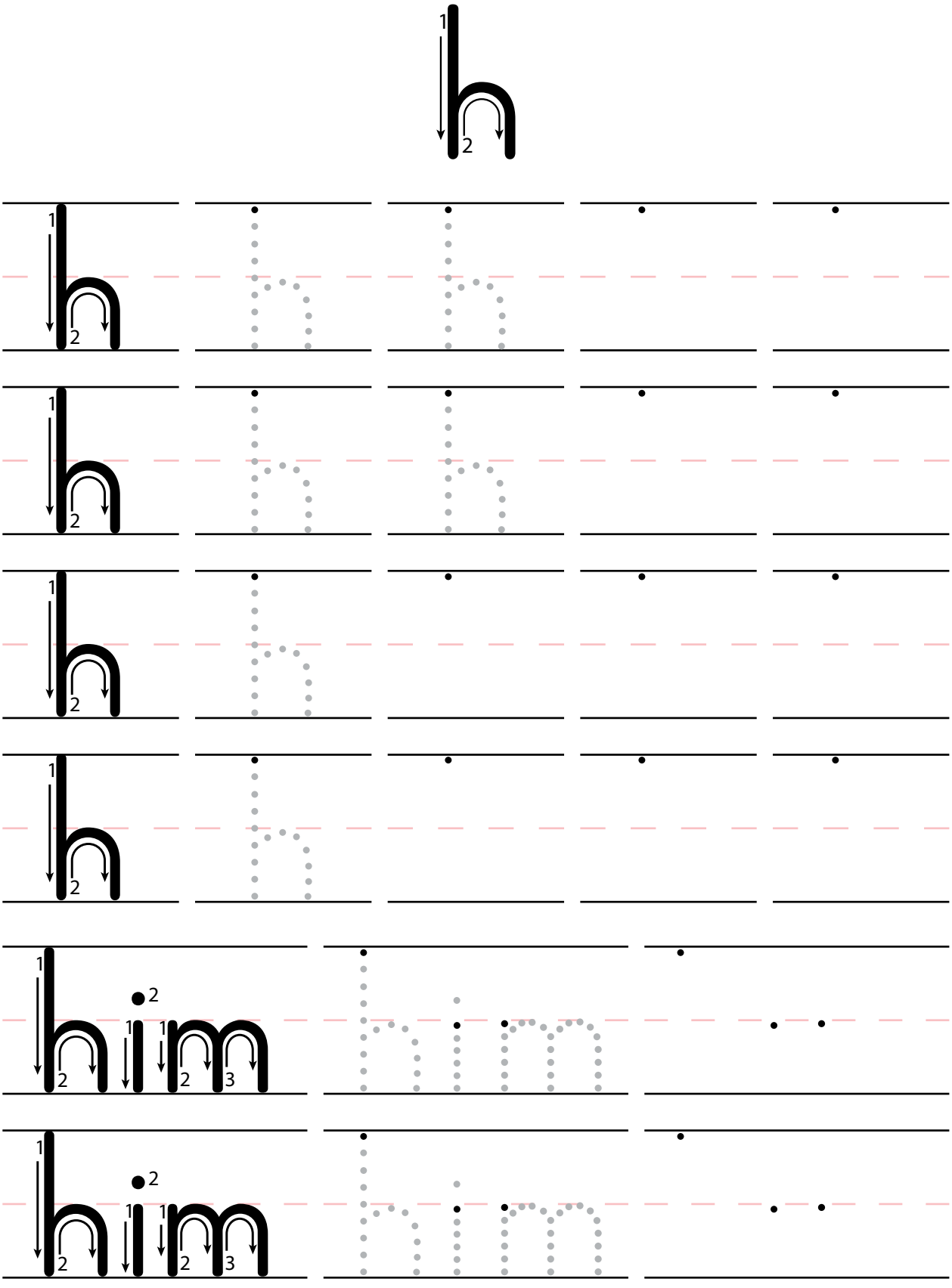


NAME: _____

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



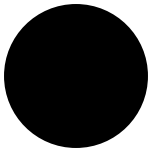
3. ham



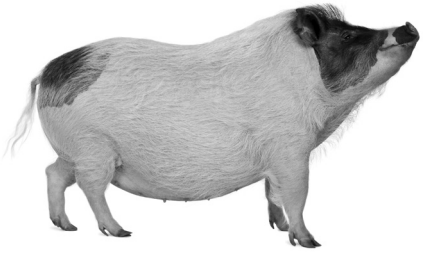
4. can



5. hog



6. cat



7. dot



8. dig

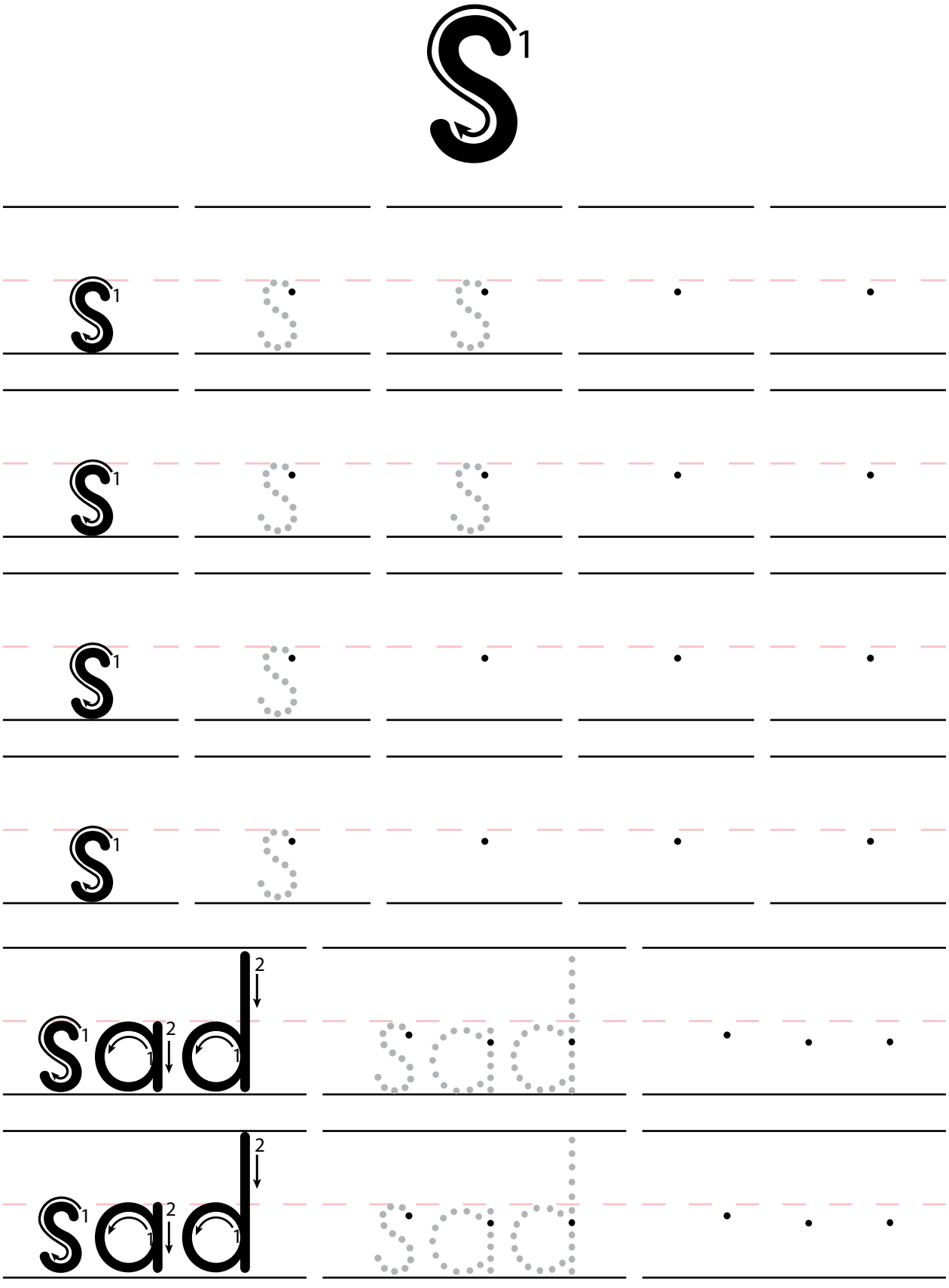


NAME: _____

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.



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

sit	sad
ham	man







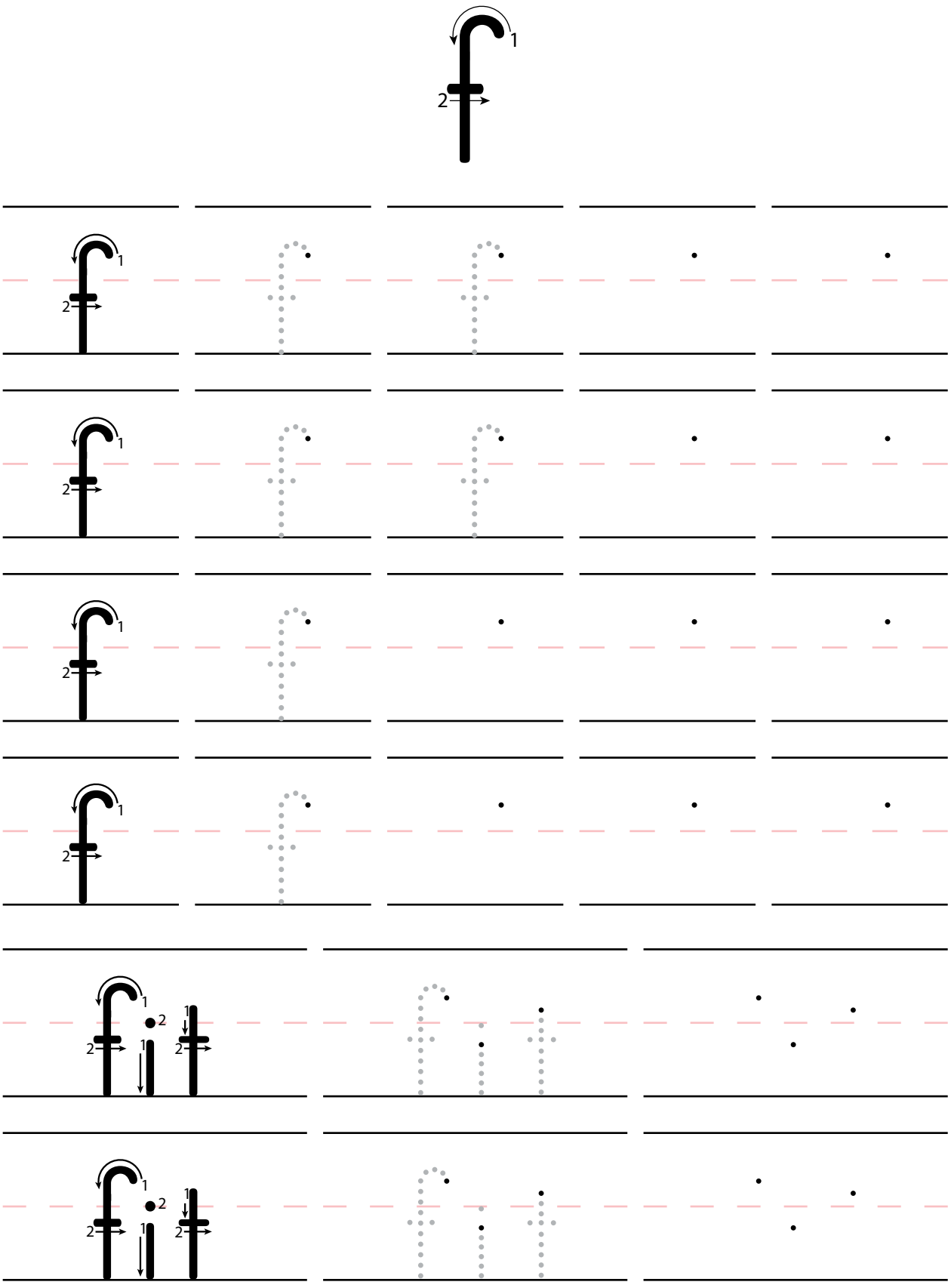


NAME: _____

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

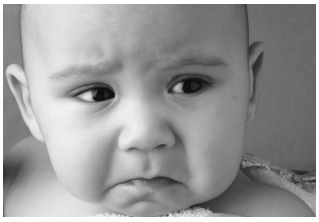
Take-Home

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





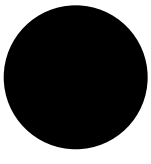
2. fan





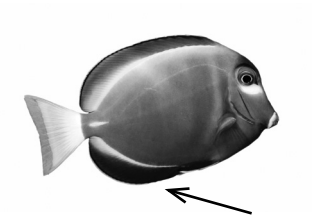
3. sit





4. fin





5. hat





6. can





NAME: _____

DATE: _____

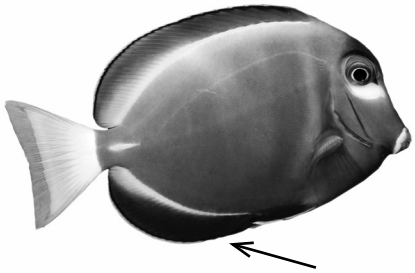
5.1 **Activity Page**

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

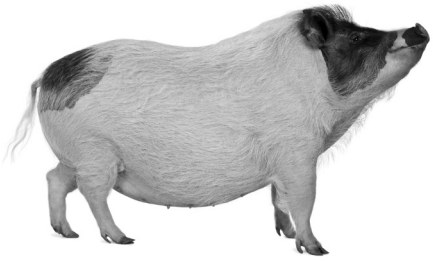
1. fin



2. hog



3. dig



4. fan



5. hat



6. ham



7. can



8. man

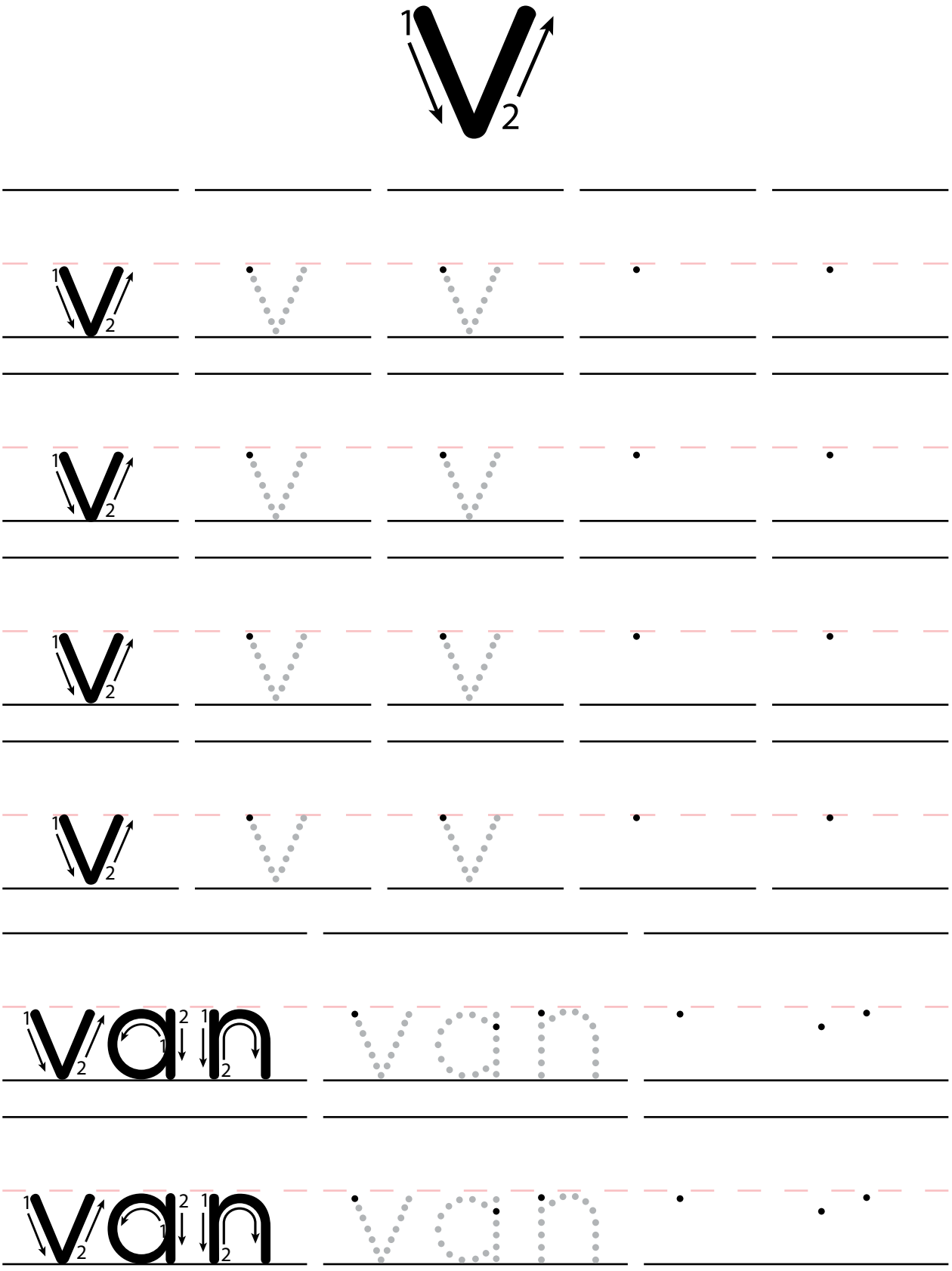


NAME: _____

DATE: _____

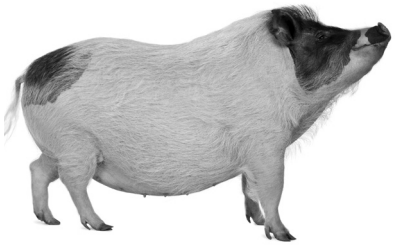
6.1 Activity Page

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







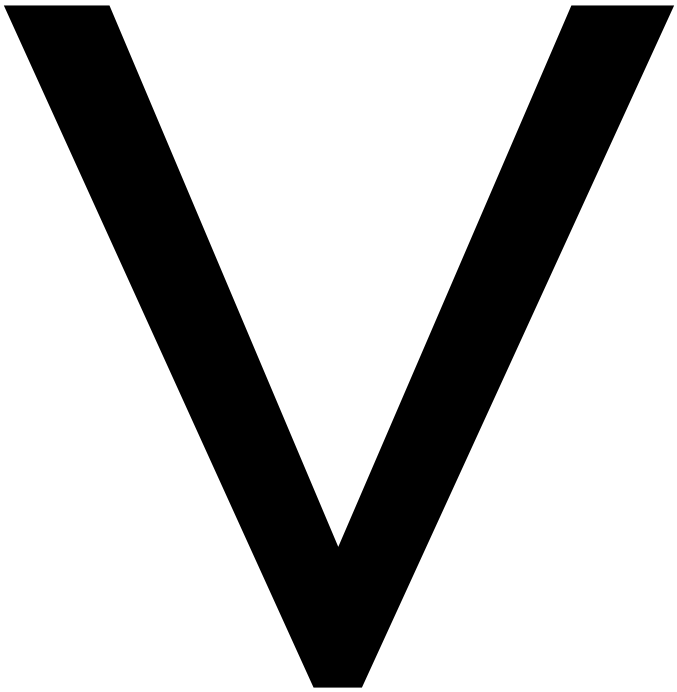


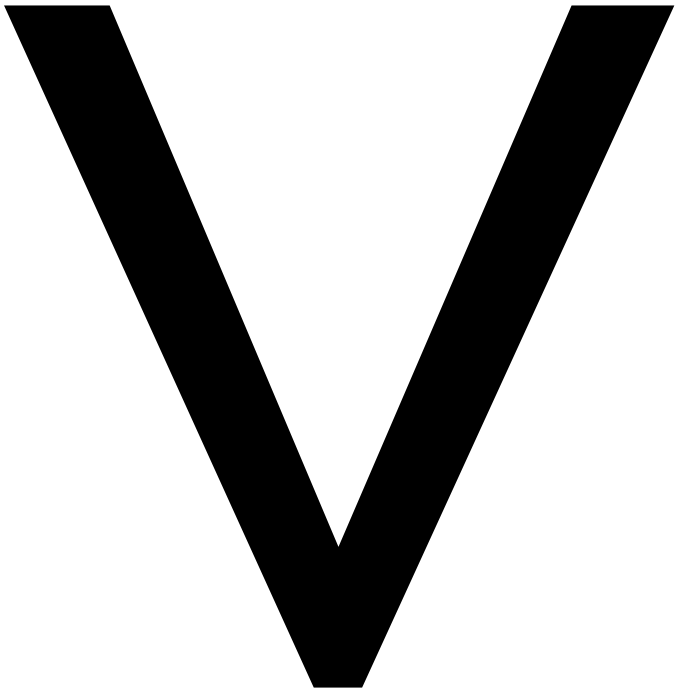
NAME: _____

DATE: _____

6.2 **Activity Page**

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



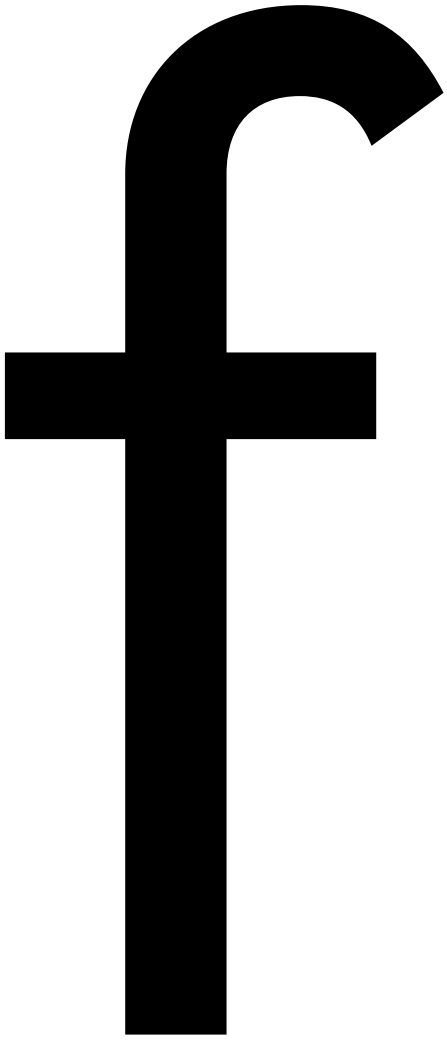


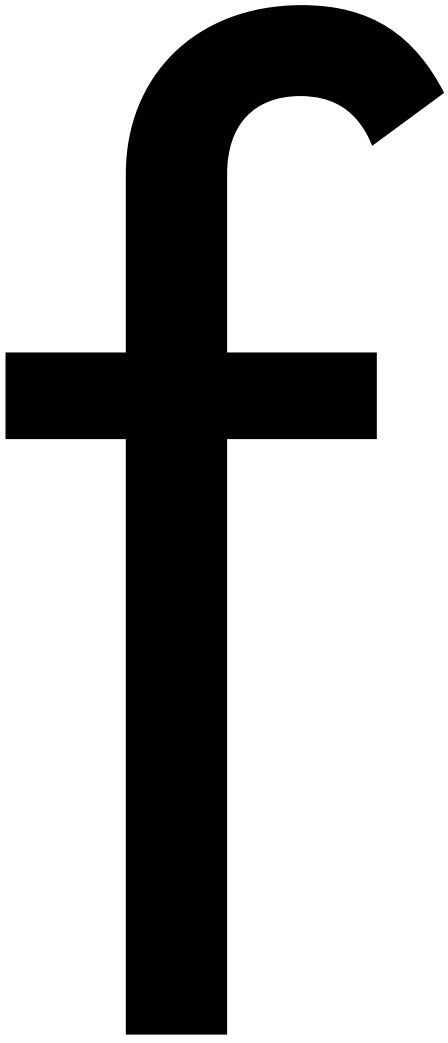
NAME: _____

DATE: _____

6.3 **Activity Page**

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

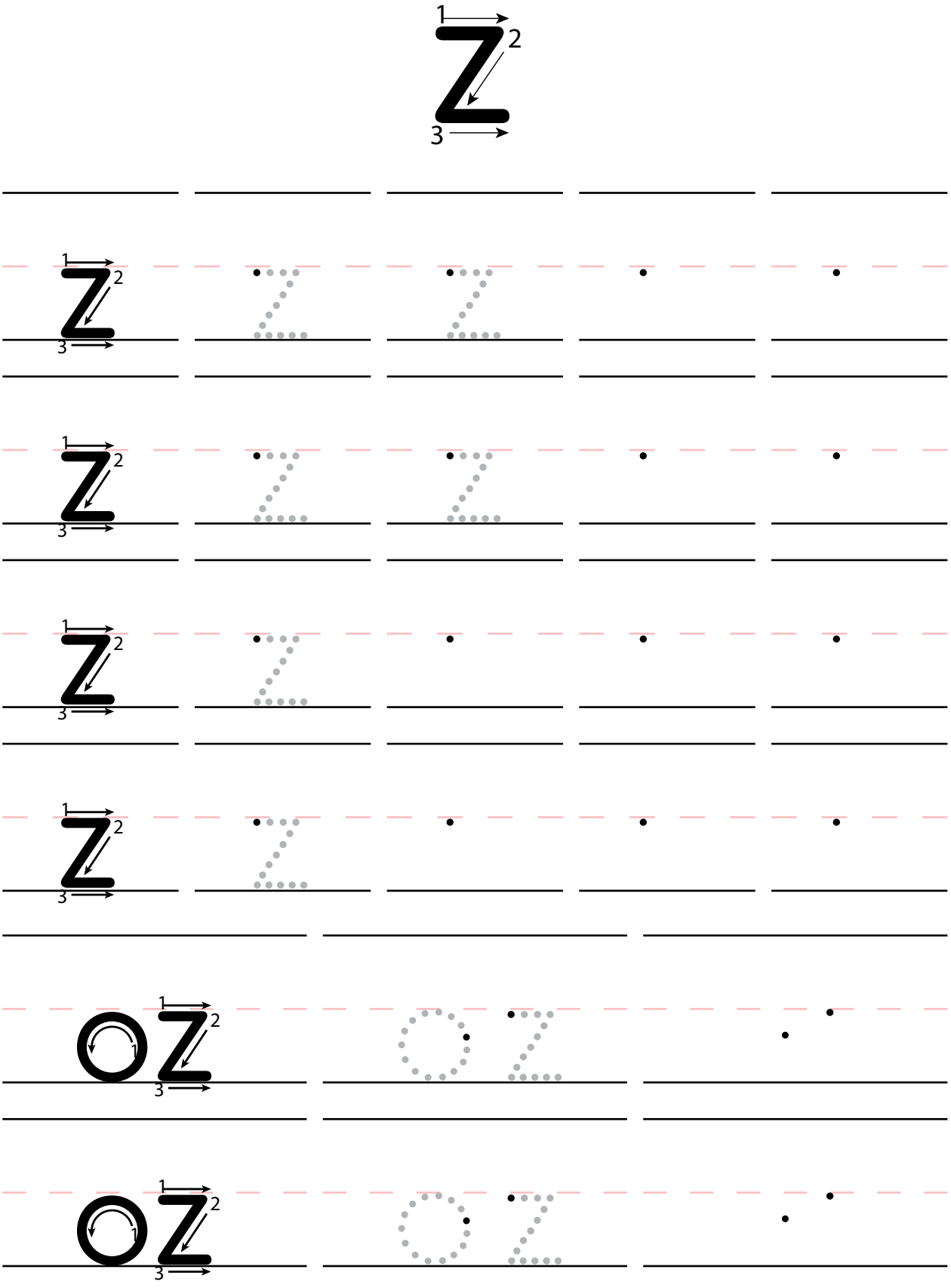
had	tin	vat
sit	man	nod
fit	fin	hot
sad	him	van

NAME: _____

DATE: _____

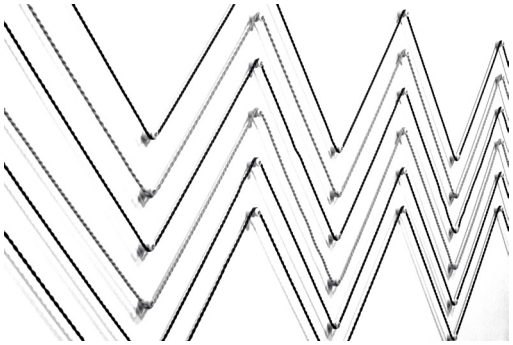
7.1 **Activity Page**

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.

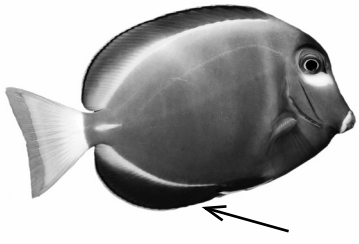


Directions: Have students read the words in the box and write each word under the matching picture.

fin	zag
pan	van









NAME: _____

DATE: _____

7.2 **Activity Page**

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



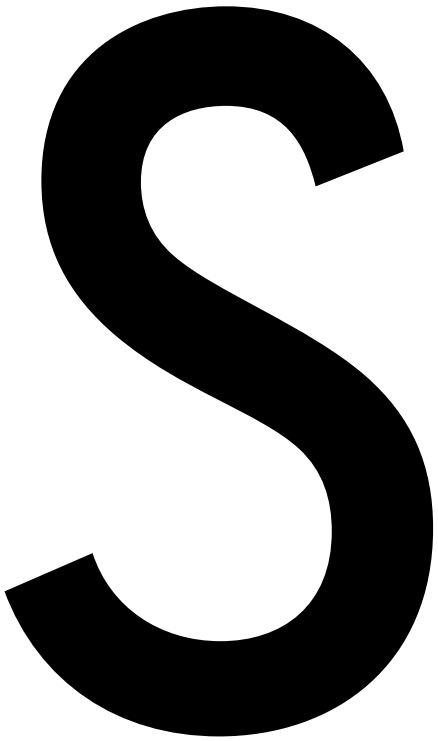


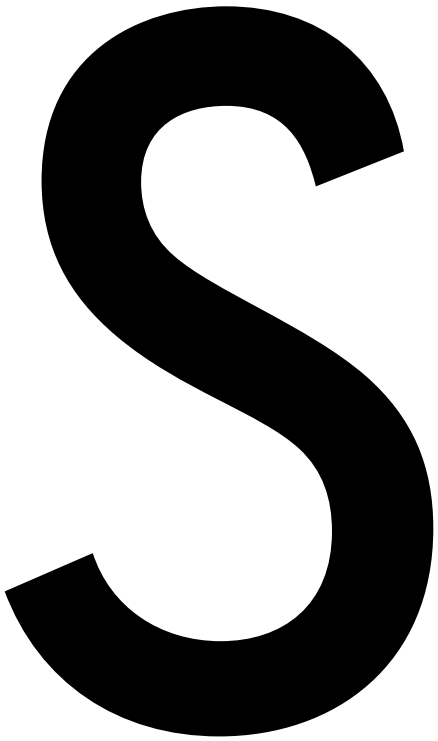
NAME: _____

DATE: _____

7.3 **Activity Page**

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





NAME: _____

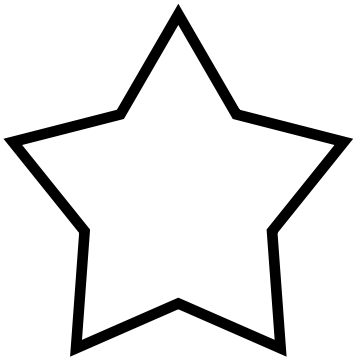
DATE: _____

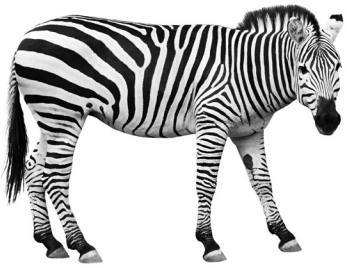
7.4

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.





6







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.

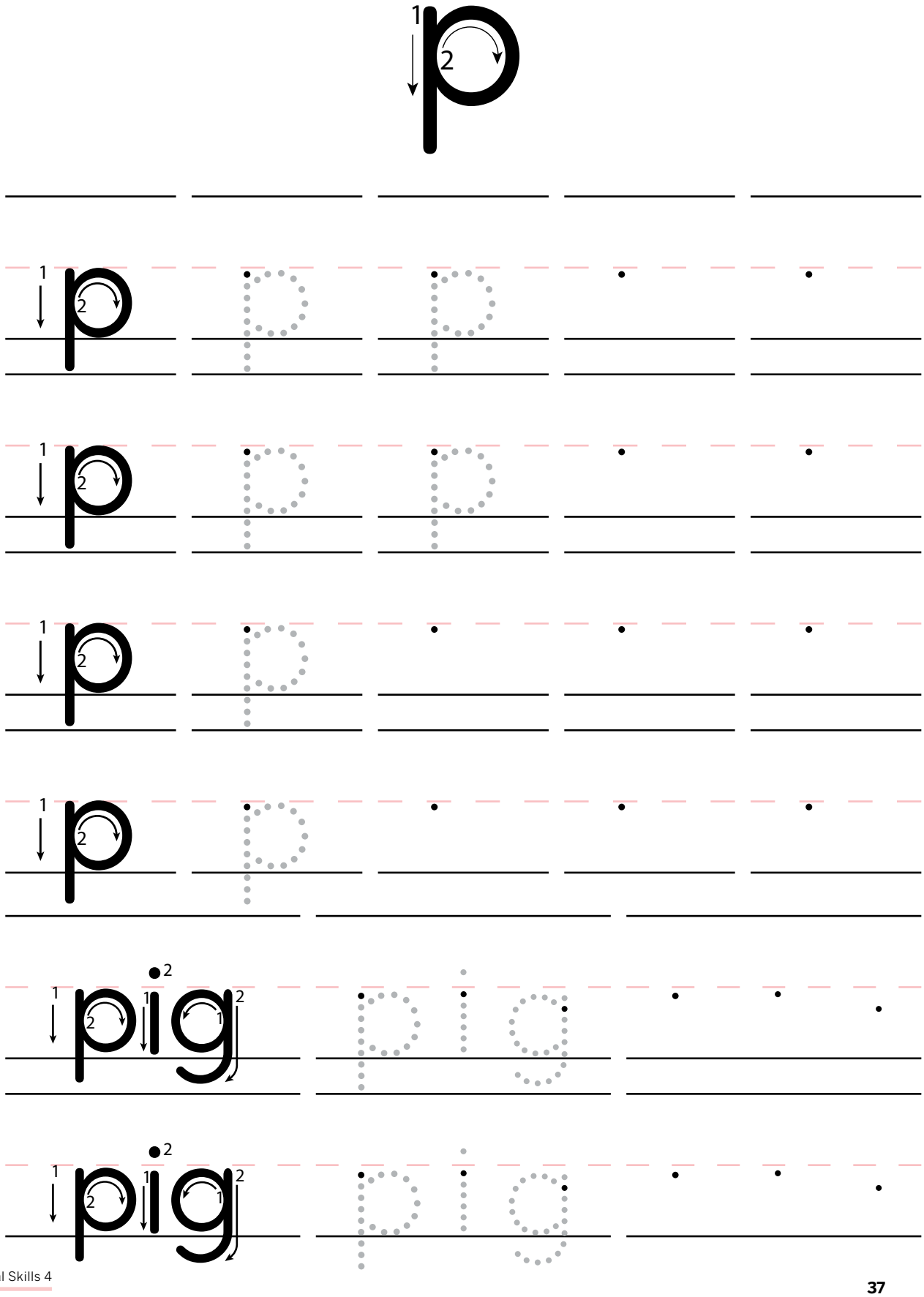
S	Z

NAME: _____

DATE: _____

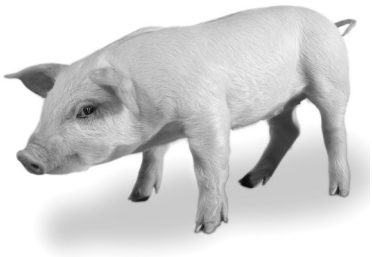
8.1 Activity Page

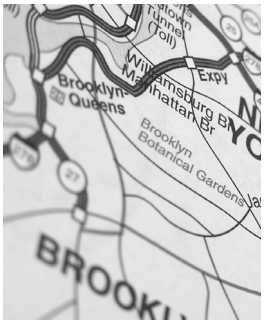
Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as they write the letter.



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

pig	pan
cop	map









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: ***f****in*, ***p****in*, ***h****at*, ***v****an*, ***a****t*, ***s****o*, ***z****oo*, ***i****t*.

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.

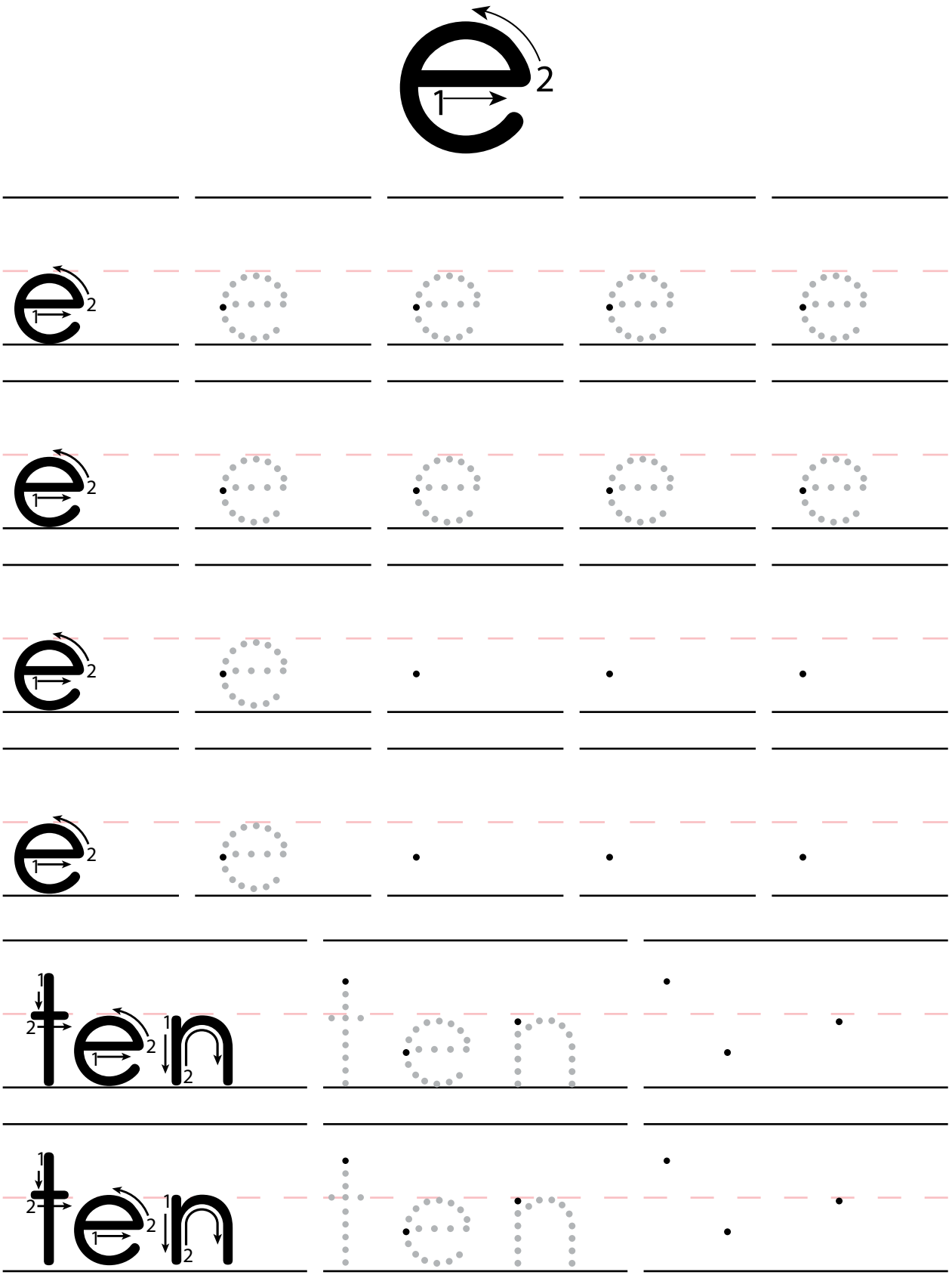
n	h	s
f	v	z
p	a	i

NAME: _____

DATE: _____

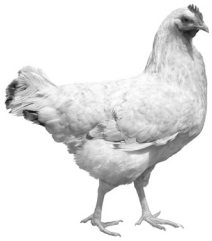
9.1 Activity Page

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

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

1.	net	met	nit	ten
2.	man	fan	vet	van
3.	din	hen	ham	pen
4.	pen	fin	ten	pan
5.	van	tin	fin	vim

6.	zap	sad	sat	had
7.	got	pat	pot	pad
8.	sip	zip	sap	get
9.	van	fan	pen	tam
10.	hat	fat	hen	fin

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





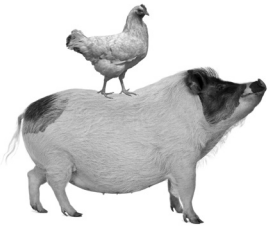
5. pet dog





6. cat in hat





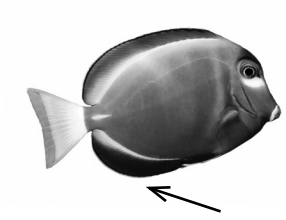
7. sip it





8. hot pot





NAME: _____

DATE: _____

11.3

Take-Home

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.

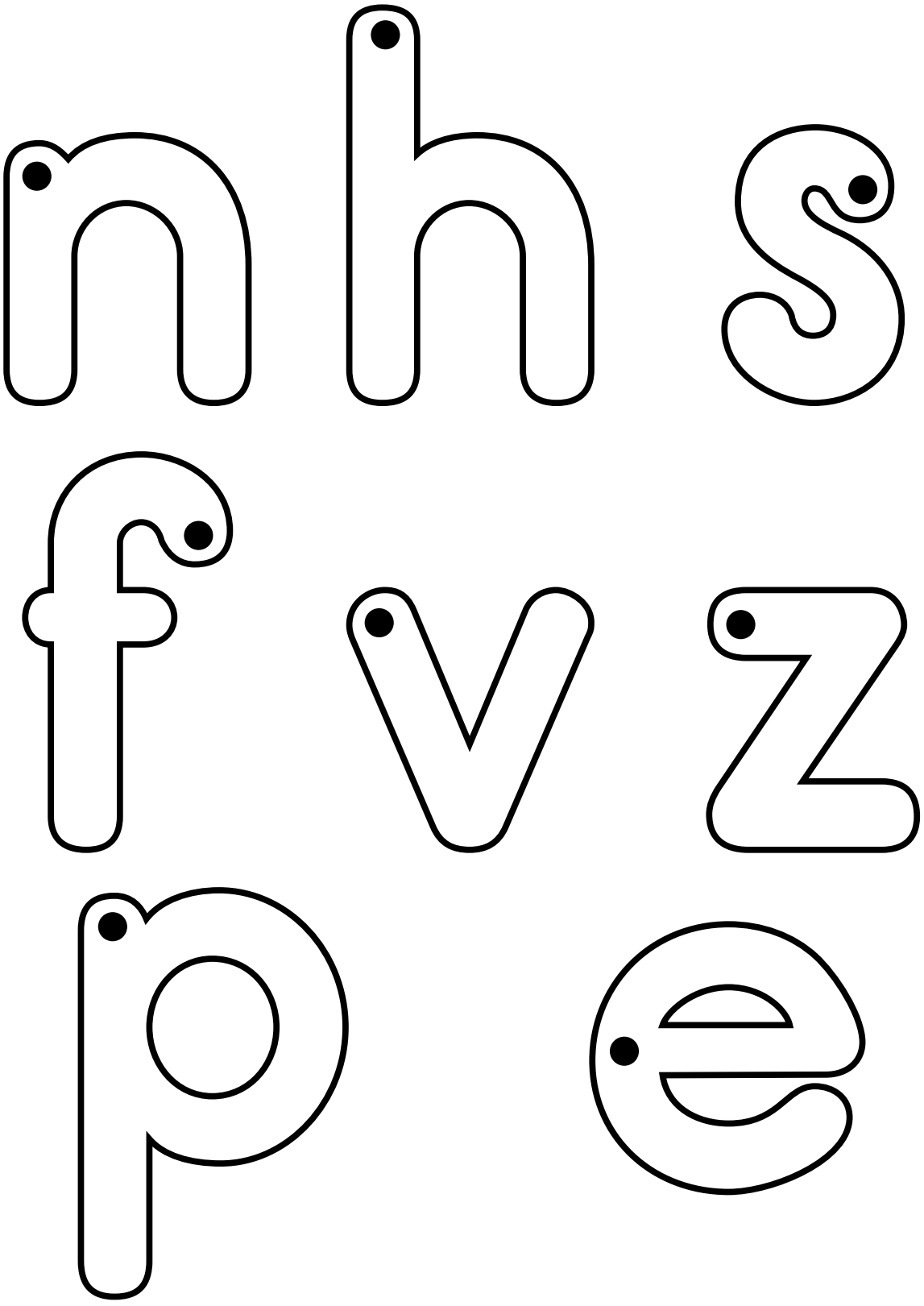
f	v

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

/v/ > 'v' (2) ____/1

/p/ > 'p' (4,7,8) ____/3

/d/ > 'd' (6) ____/1

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

/e/ > 'e' (1,3,4) ____/3

/a/ > 'a' (2,6,9,10) ____/4

/i/ > 'i' (5,8) ____/2

/o/ > 'o' (7) ____/1

/t/ > 't' (1,7,10) ____/3

/h/ > 'h' (3,10) ____/2

/s/ > 's' (6) ____/1

/z/ > 'z' (8) ____/1

NAME: _____

DATE: _____

12.3

Activity Page

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

1. sit set

2. met mat

3. tap top

4. pen pan

5. not net

6. vat vet

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	e	n
p	i	m

_____

_____



m	o	p
n	a	g

_____

_____



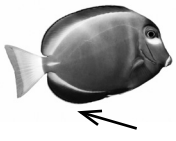
v	a	p
f	e	n

_____

_____

	p d	o a	f t

	h d	e a	t s

	p f	i e	h n

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





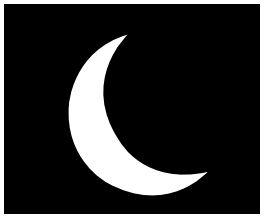
3. pan





4. net



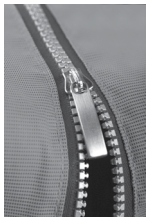


5. pen





6. zip





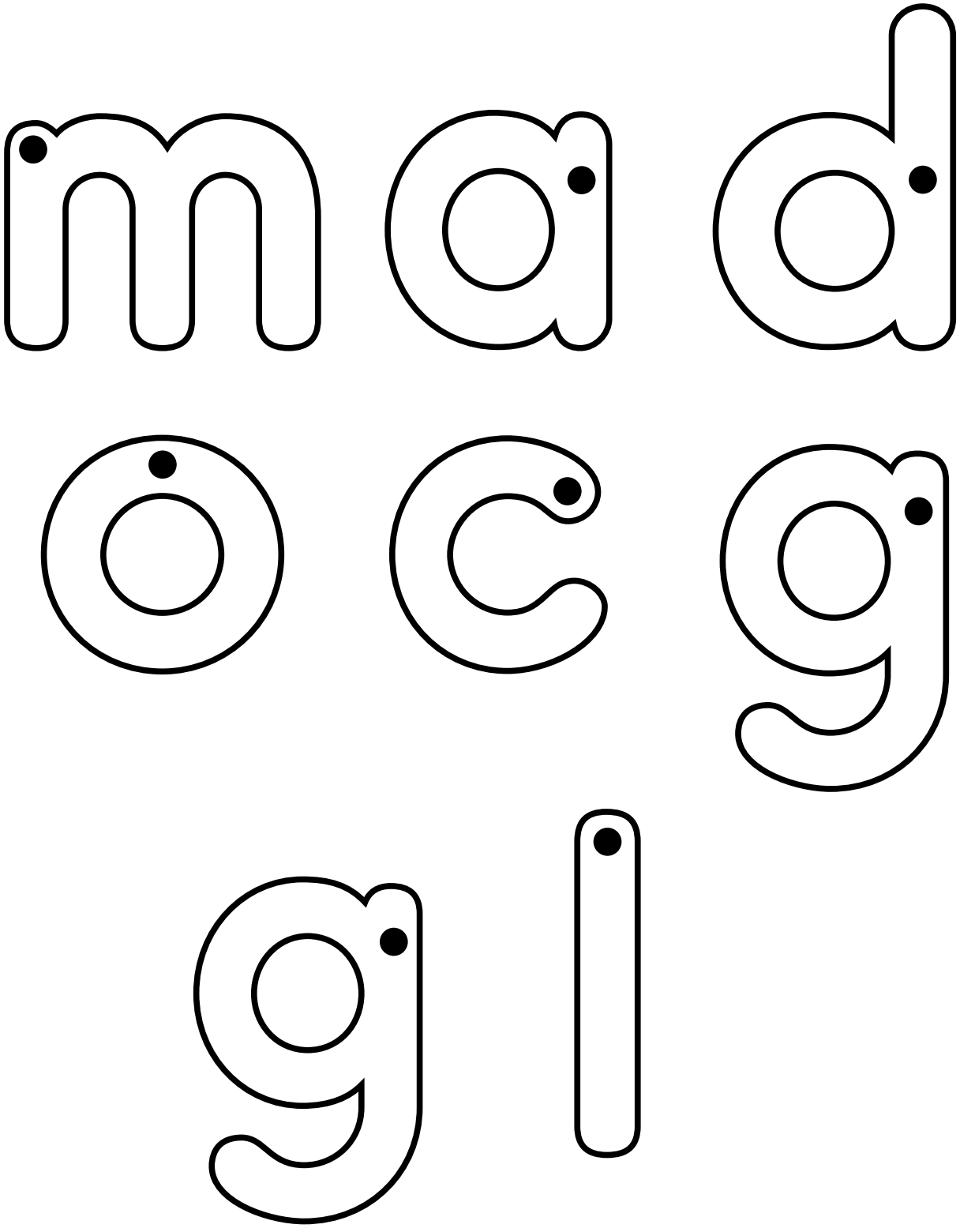
NAME: _____

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: _____

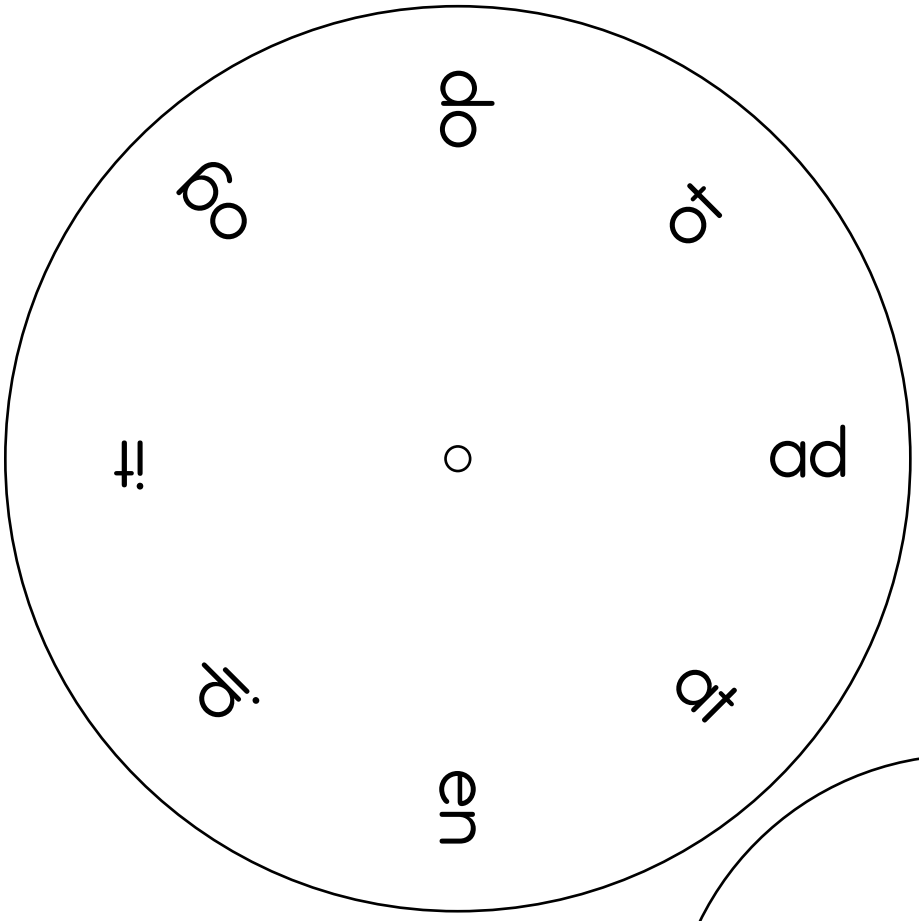
13.4

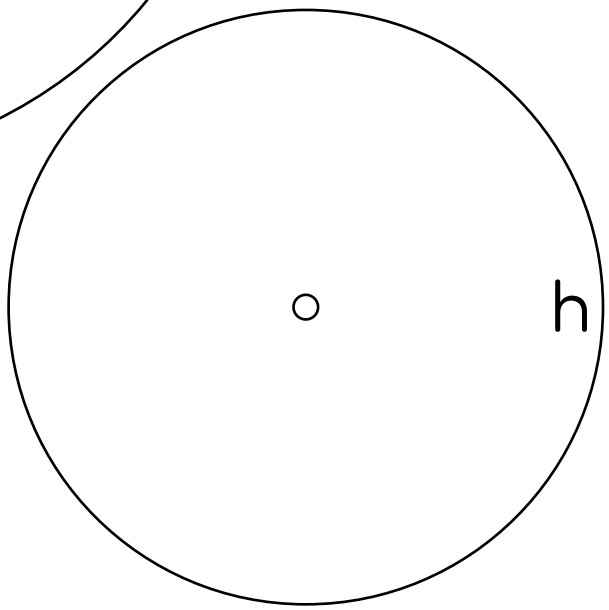
Take-Home

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: _____

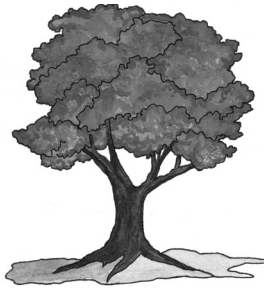
14.1 **Activity Page**

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

the

1. _____ _ _ _

the

5. 

6. 

7. 

8. 

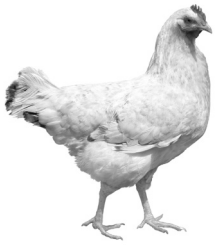
NAME: _____

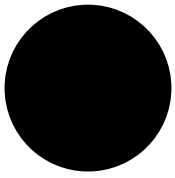
DATE: _____

14.2

Activity Page

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

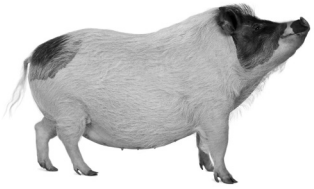
1.  hen ham hog

2.  dog dot doc

3.  hat had hit

4.  not net hot

5.  vat van man

6.  dog hog fog

7.  sat man sad

8.  zap zip hit

9.  sit sip tip

10.  den pin pen

NAME: _____

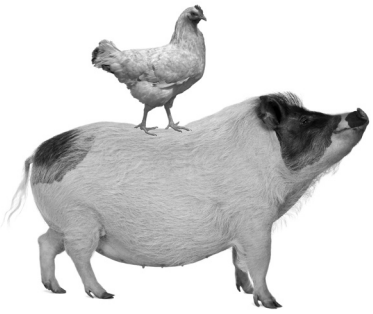
DATE: _____

14.3

Activity Page

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

1. hen on hog



2. dog can dig



3. ham in pan



4. mop it



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 

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.

a

1. _____



2. _____



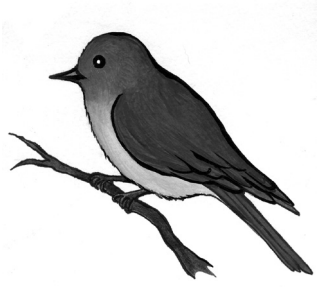
3. _____



4. _____



and

1. a 

a 

2. a 

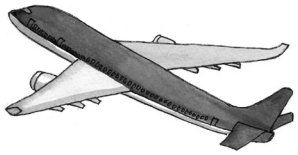
the

NAME: _____

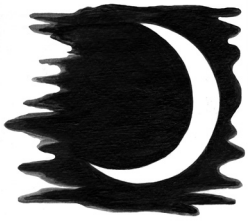
DATE: _____

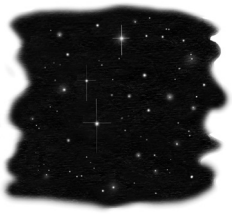
15.1 CONTINUED

Activity Page

3. a 

the

4. the 

the 

5. three 

two 

NAME: _____

DATE: _____

15.2

Activity Page

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

mop	hat
hen	nap





_____ _____

_____ _____





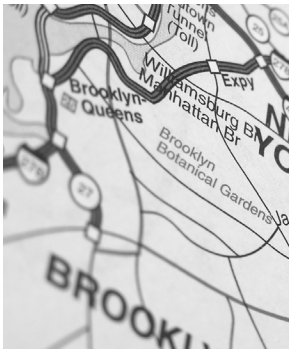
_____ _____

_____ _____

pan	cap
cat	map









NAME: _____

DATE: _____

15.3

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: _____

DATE: _____

15.4

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



ā



and ā



ā

a



and a



the

and the



the

a



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	pit
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	hip
zip	vet	fog
nod	met	get

NAME: _____

DATE: _____

PP.3

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	e	n
h	i	m

_____

_____



v	e	n
h	a	d

_____

_____



v	e	d
c	a	t

_____

_____

	p f	i e	h n

	c h	e o	p c

	p g	o i	f g

NAME: _____

DATE: _____

PP.4 **Activity Page**

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

1. man





2. sit





3. van





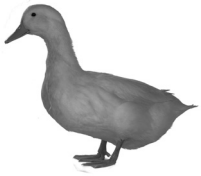
4. pet





5. dog





6. zip





NAME: _____

DATE: _____

PP.5

Activity Page

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

cat	tag
ham	fan

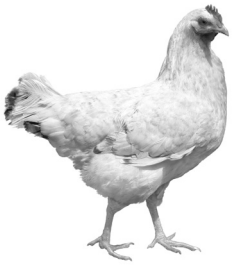






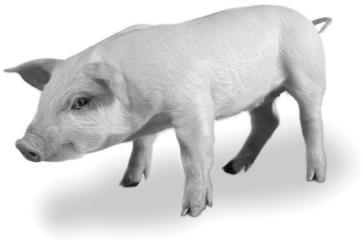


pig	vet
hen	pot









NAME: _____

DATE: _____

PP.6

Activity Page

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

1. _____

   sit on _____

2. _____

   cap and _____

3. _____

   pig _____

4. _____

   hot _____

5. _____

   hog and _____

6. _____

   _____ on mat

NAME: _____

DATE: _____

PP.7

Activity Page

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

1. pot pat

2. met mat

3. sat set

4. gap tap

5. sad sat

6. sit sip

NAME: _____

DATE: _____

PP.8

Activity Page

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

1. in it

2. set sat

3. got pot

4. cap zap

5. mop hog

6. did hid

NAME: _____

DATE: _____

PP.9

Activity Page

it	pop	fed
on	tip	at

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

a _____ _____

o _____ _____

i _____ _____

e _____ _____

hen	pet	tag
top	fit	in

a

o

i

e

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Bluebonnet Learning
K–3 Foundational Skills

EDITION 1

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 4

Activity Book

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