



DEPARTMENT OF

# EDUCATION

GOVERNMENT OF PUERTO RICO

## English Program

# Foundational Skills Toolkits

Grades 1<sup>st</sup> and 2<sup>nd</sup>

Volume 1



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For legal purposes, in relation to the Civil Rights Act of 1984, the use of the terms school principal, teacher, students, and any other terms that may refer to both genders, includes both males and females.

### **VALIDITY**

This document will remain in effect until the next curriculum review is conducted in accordance with the current Puerto Rico Department of Education School Curriculum Regulations or their revision.

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## MESSAGE FROM THE SECRETARY



DEPARTMENT OF

# EDUCATION

GOVERNMENT OF PUERTO RICO

SECRETARY OFFICE

Eliezer Ramos Parés, Esq. | Secretary | ramospr@de.pr.gov

### ENGLISH PROGRAM FOUNDATIONAL SKILLS TOOLKITS

It is with great pride that I present the *English Program Foundational Skills Toolkits* for our students in Grades 1 and 2. These materials reflect our unwavering commitment to ensuring that every child in Puerto Rico develops strong reading and language foundations from the very beginning of their academic journey. Mastering early literacy skills is essential for future success, and these toolkits provide the structured, high-quality resources our students need to grow with confidence.

I want to recognize the extraordinary dedication of our teachers, who guide our youngest learners with patience, creativity, and professionalism. Your daily work brings these resources to life and opens the door for children to discover the joy of reading, speaking, listening, and understanding English. These toolkits are designed to support your instructional practice, offering strategies aligned to research-based methodologies that strengthen phonemic awareness, vocabulary development, decoding, and comprehension.

I also wish to acknowledge the teams within the Department of Education who made this project possible. Their expertise, collaboration, and commitment to excellence have resulted in a resource that reflects our island's educational priorities and the needs of our early learners. This initiative demonstrates how thoughtful curriculum design and teacher support can transform classroom learning experiences and improve long-term academic outcomes.

As we implement these toolkits, I am confident that they will enrich instruction, empower teachers, and inspire students to build the foundational skills that will accompany them throughout their education. Together, we continue to strengthen the learning of every child in Puerto Rico and ensure they have the tools they need to thrive today and in the future.



Eliezer Ramos Parés, Esq.  
Secretary

PO Box 190759, San Juan, PR 00919-0759 • Tel. 787 759 2000 • [www.de.pr.gov](http://www.de.pr.gov)

# MESSAGE FROM THE UNDERSECRETARY



DEPARTMENT OF

## EDUCATION

GOVERNMENT OF PUERTO RICO

UNDERSECRETARY FOR ACADEMIC AND PROGRAMMATIC AFFAIRS

Dr. Beverly Morro Vega | Undersecretary | morrovb@de.pr.gov

### ENGLISH PROGRAM FOUNDATIONAL SKILLS TOOLKITS

It is an honor to present the *English Program Foundational Skills Toolkits* designed for our first and second grade students. These resources reflect the Puerto Rico Department of Education's commitment to ensuring that all children develop the essential early literacy skills necessary for academic success. Without a doubt, building a solid foundation in English at an early age not only promotes reading and writing, but also communication, critical thinking, and long-term academic growth in all subjects.

These toolkits have been developed to support the practice of English teachers in kindergarten through third grade, providing research-based and engaging activities that reinforce phonological awareness, decoding, fluency, vocabulary, and comprehension. Your role as learning facilitators and instructional leaders is critical in helping students develop confidence and mastery. For this, I want to express my sincere gratitude for your commitment and dedication. You work every day to create a positive and effective learning environment for our youngest students. Your guidance, creativity, and professionalism are at the heart of this initiative. I hope these resources inspire you to create new activities for your students.

I would also like to acknowledge the hard work of the English Program staff who collaborated to create this valuable resource. Their expertise and commitment have ensured that the toolkits meet our academic standards and support the development of language skills in early elementary students. This project demonstrates the power of good curriculum design and the importance of providing teachers with high-quality materials that enhance classroom instruction.

As we continue to prioritize basic English literacy throughout Puerto Rico, I am confident that these toolkits will strengthen teaching and learning, inspire student engagement, and support measurable progress in English language development. Together, let us reaffirm our commitment to ensuring that all children receive the tools, guidance, and opportunities necessary to thrive academically in both languages: English and Spanish.

A handwritten signature in blue ink that reads "Beverly Morro Vega".  
Dr. Beverly Morro Vega  
Undersecretary

## BOARD OF DIRECTORS

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Operations Manager of  
the English Program

## ABOUT THIS TOOLKIT

**Learning to read is a complex process that involves many interrelated skills.**

Aligned with PRDE English Program standards, *English Program Foundational Skills Toolkits for first and second grade* is designed to help you introduce young learners to the world of print. The toolkit introduces foundational phonics concepts, including beginning and ending consonants.

The first section of the toolkit aims to:

1. Build Print Awareness – Teach children that print has meaning and is used for communication.
2. Develop Letter Recognition – Introduce the alphabet and help children distinguish between uppercase and lowercase letters.
3. Establish Word and Sentence Concepts – Teach that words are made of letters, and sentences are made of words, separated by spaces and punctuation.
4. Encourage Print-Rich Interactions – Promote engagement with print through activities like labeling, matching, tracing, and identifying words and letters in context.

The toolkit helps children become familiar with the structure and function of written language, setting the stage for successful reading development. *English Program Foundational Skills Toolkits* provides a flexible set of tools to support your classroom instruction. The toolkit includes skills assessment, worksheets, and activities can be used in various ways. Feel free to adapt, rearrange, or modify them to best meet the needs of your students. Family involvement is a key part of literacy development. Share your learning goals with students' families to foster continuity at home. Encourage family members to read to and with their children regularly.

## **INTRODUCTION**

The Foundational Skills Standard is aimed at fostering the student's understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention to these skills

## **OBJECTIVE**

After the teacher presents and explains the text structures and provides examples, the student will:

- 1.FS.1.1c – Recognize that the alphabet consists of consonants and vowels.
- 1.FS.1.1e – Recognize and name all upper- and lowercase letters of the alphabet.
- 1.FS.2.1 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  
- 2.FS.1.1c – Recognize that the alphabet consists of consonants and vowels.
- 2.FS.1.1e – Recognize and name all upper- and lowercase letters of the alphabet.
- 2.FS.2.1 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

# ACTIVITIES



## **Sing the ABC Song every day!!**

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra



The ABC Song in <https://www.youtube.com/watch?v=hq3yfQnllf>

**Instructions:** Find and circle the consonants.

G

E

D

F

N

K

Y

L

I

O

M

A

C

T

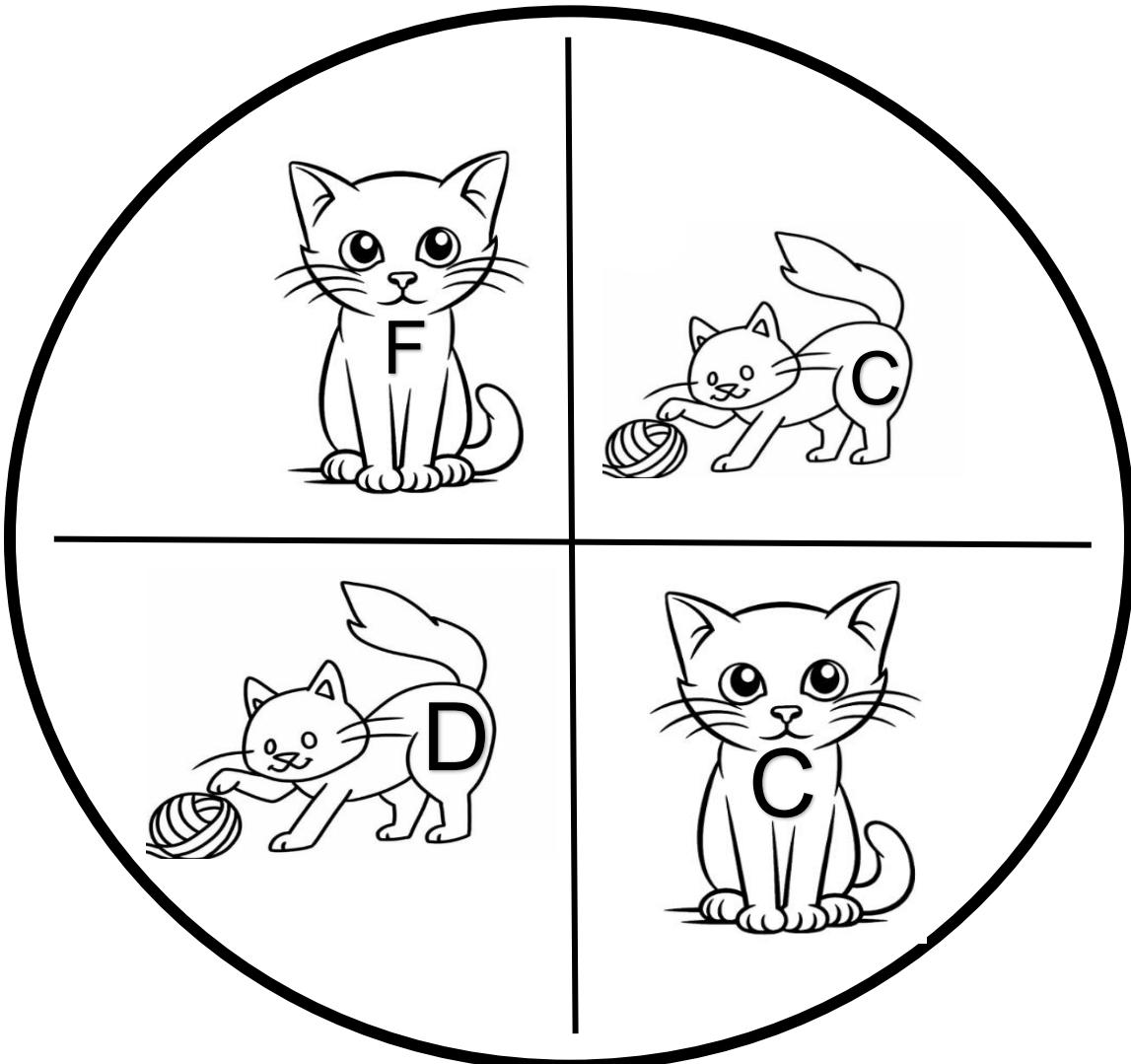
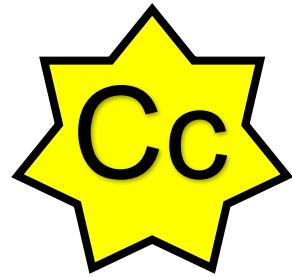
B

J

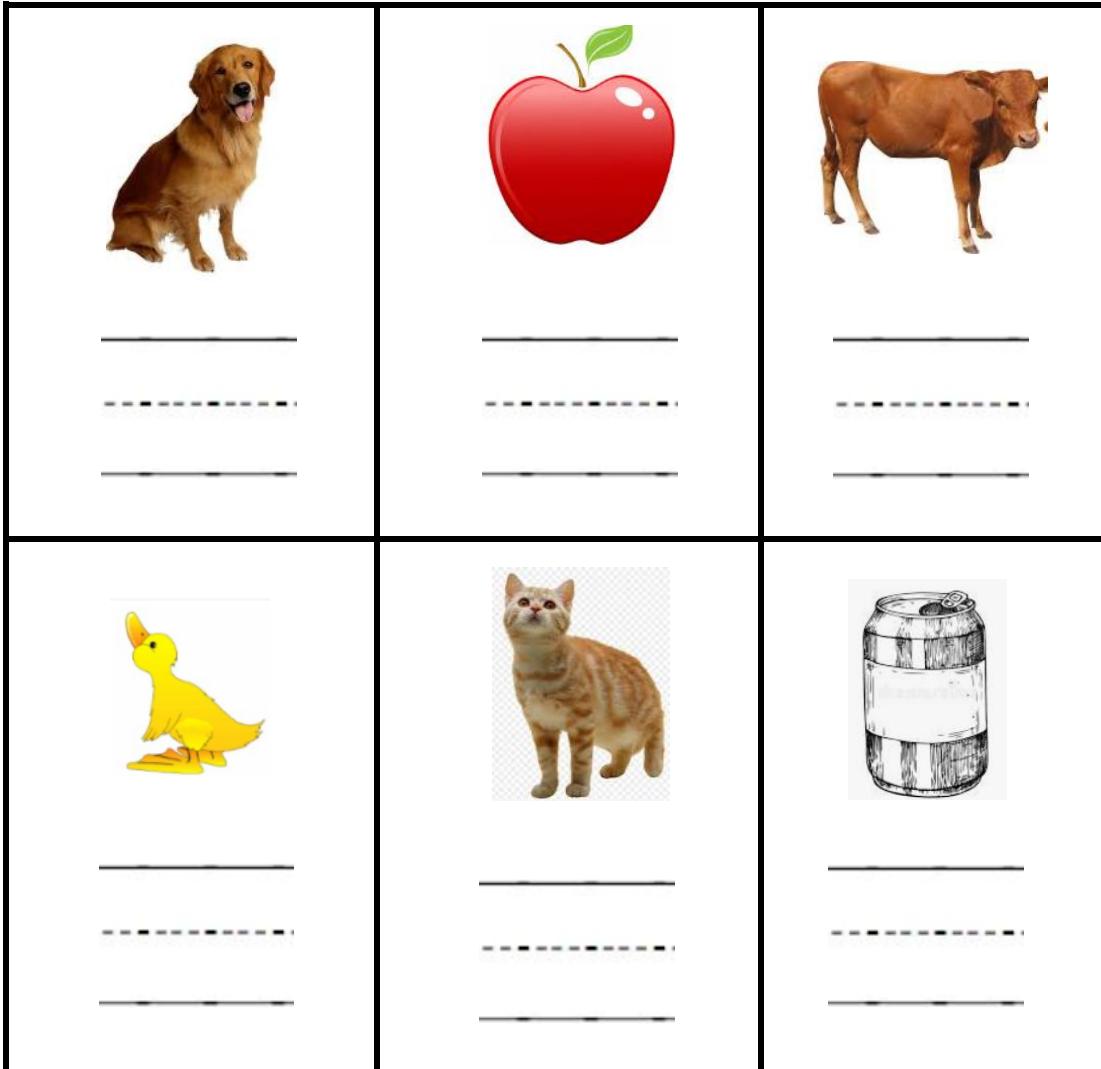
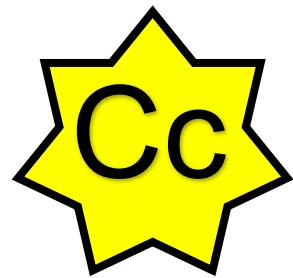
P

S

**Instructions:** Color each cat that has a **C** or **c**.



**Instructions:** Say the name of the picture and the write the beginning letter of each picture.



**Instructions:** Say the name of the picture and the write the beginning letter of each picture.

**Ff**



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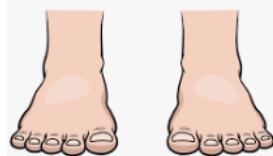
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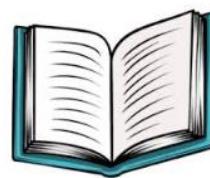
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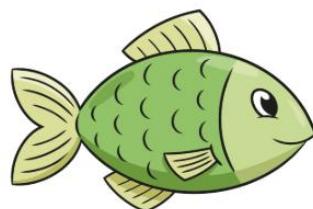
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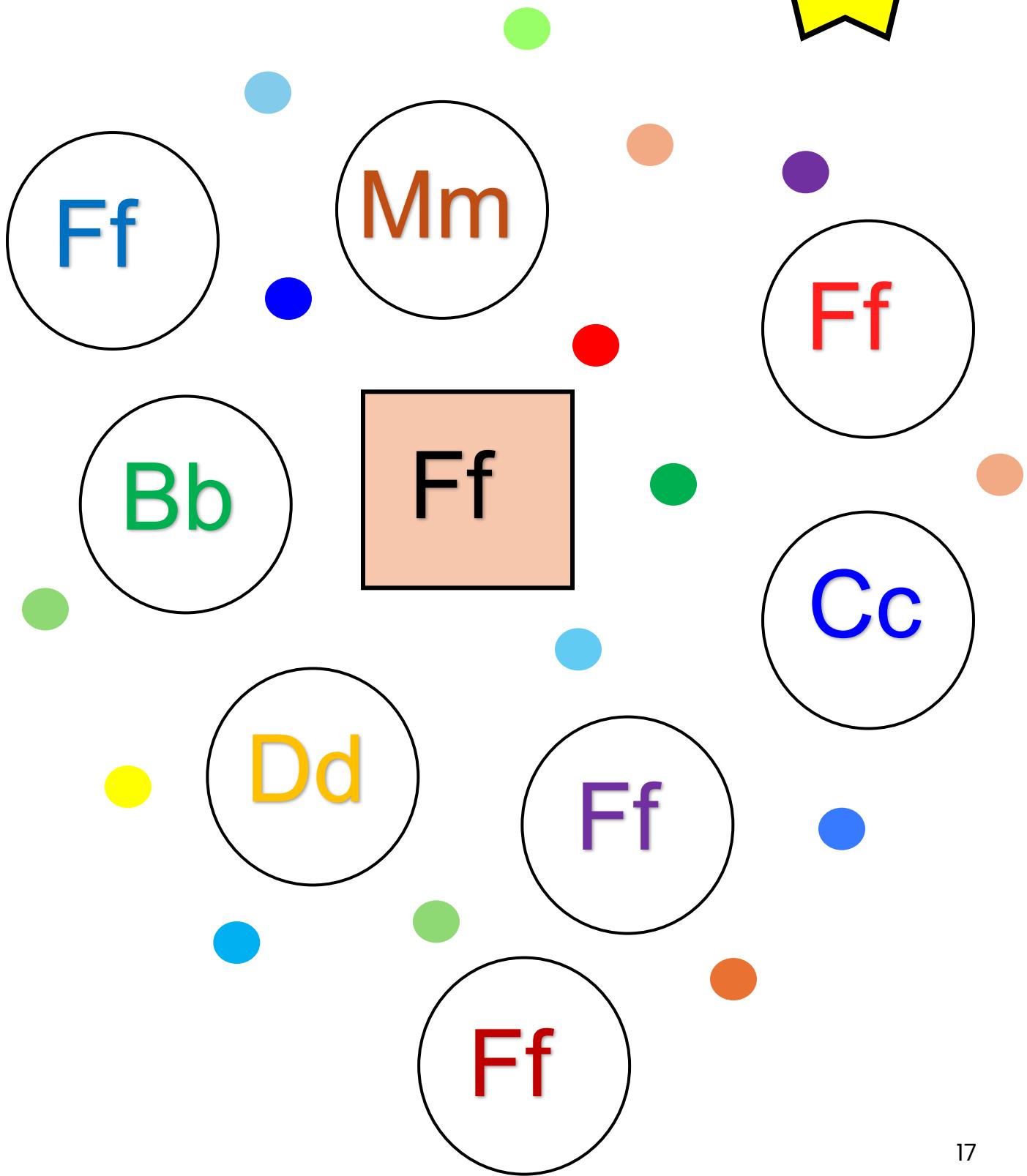
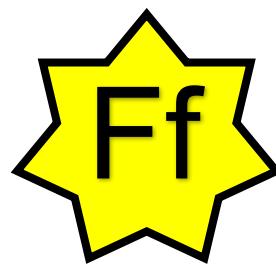
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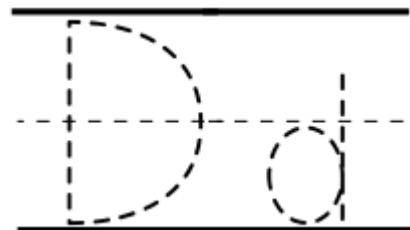
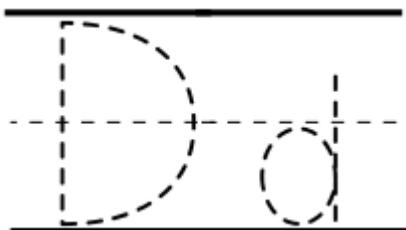
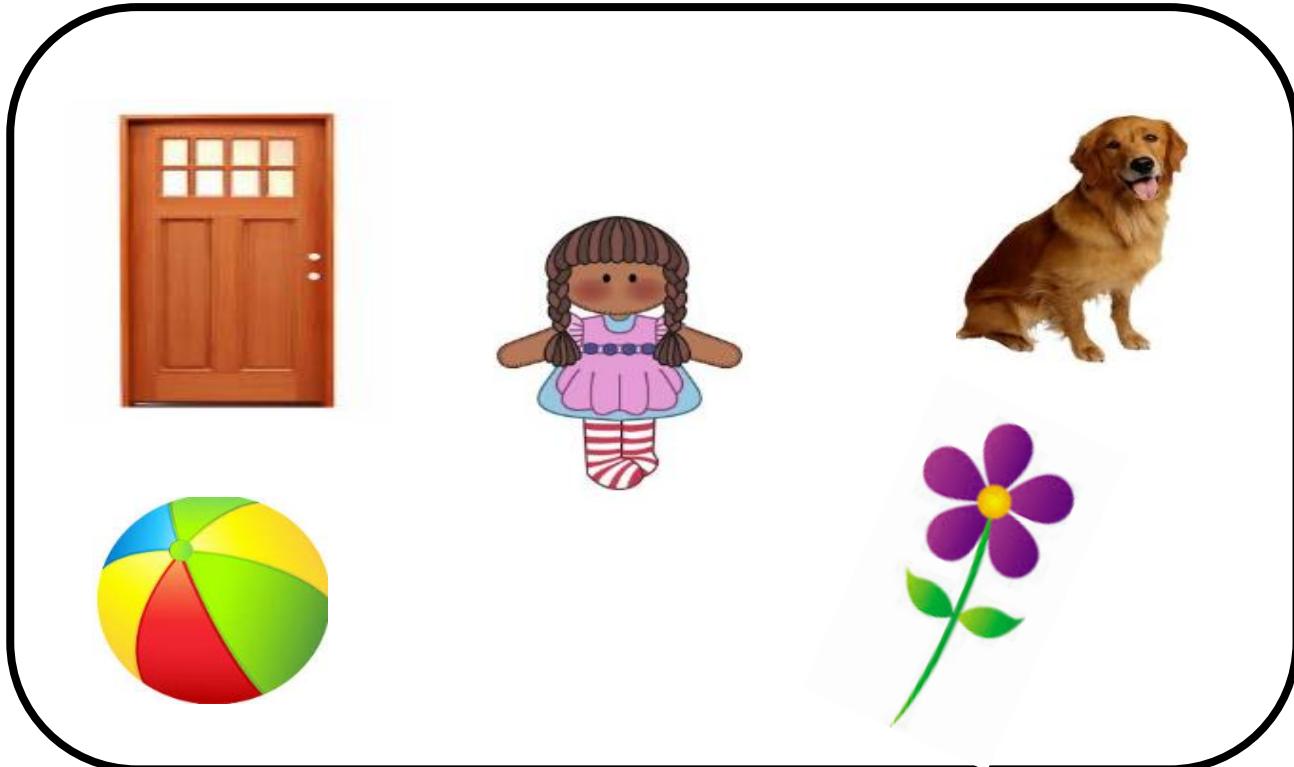
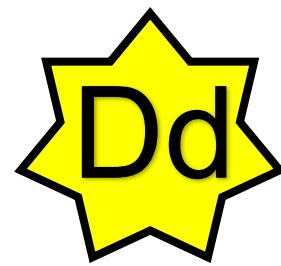
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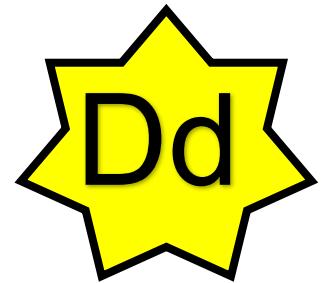
**Instructions:** Draw a line from the letter **Ff** to the orange square.



**Instructions:** Circle the picture with the beginning sound of the letter **Dd**.



**Instructions:** Circle the letter that each picture starts with **Dd**.



A yellow rubber duck floating in a small puddle of blue water. d   k	A colorful beach ball with red, yellow, green, and blue panels. s   b	A small, colorful drum with two sticks resting on it. n   d
A doll with dark skin and curly black hair, wearing a purple and white outfit.	A small, brown and white dog, likely a Chihuahua.	A bright yellow sun with many rays.
A wooden desk with a top surface holding books, papers, and a small cup.	A pink bar of soap with the word 'SOAP' written on it.	A wooden door with a glass panel in the center.

**Instructions:** Find and circle the vowels.

F

E

N

M

U

T

Y

A

I

G

O

L

H

Q

D

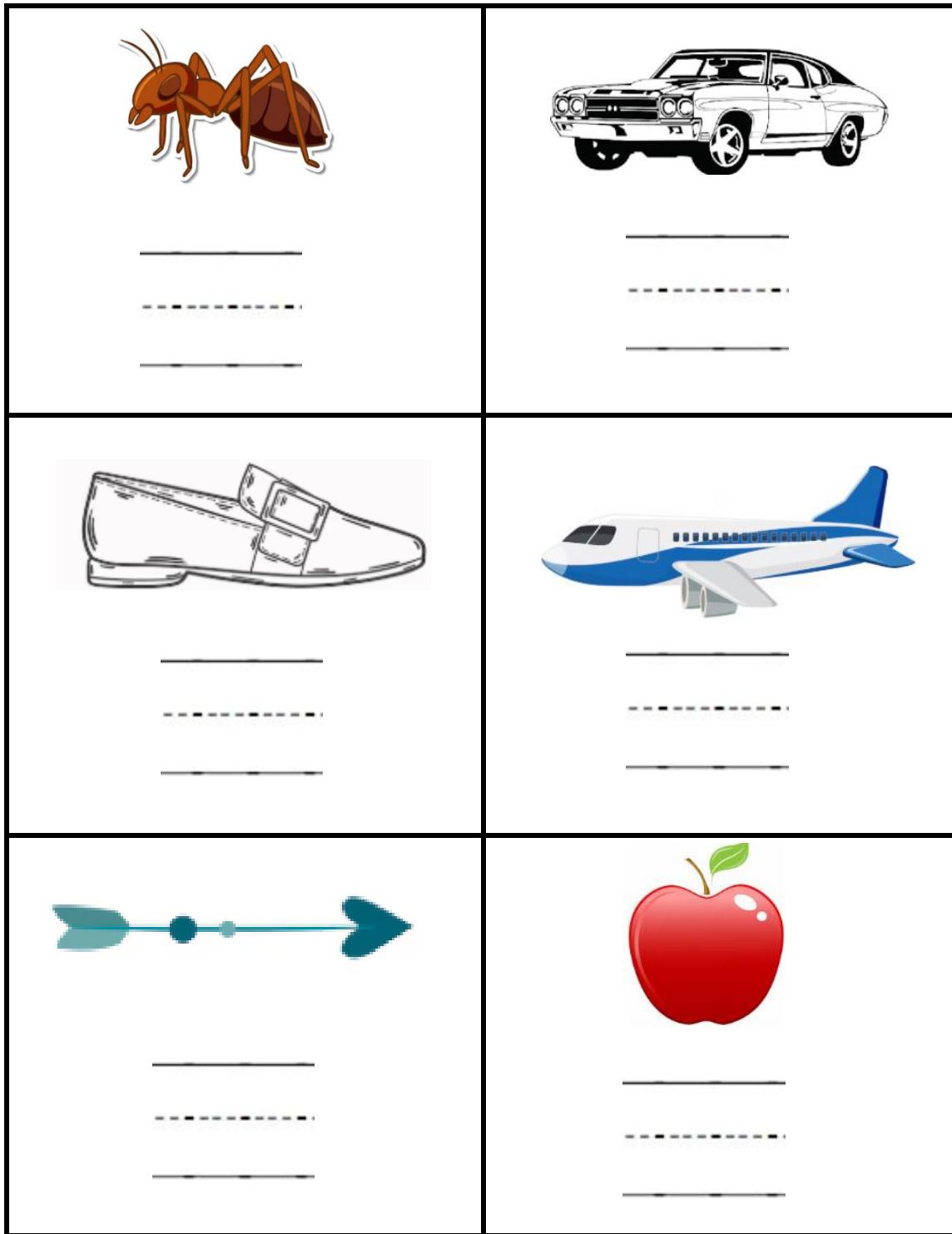
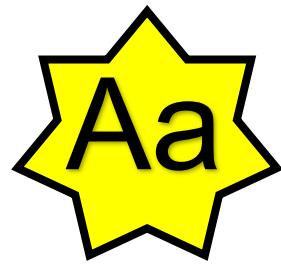
S

B

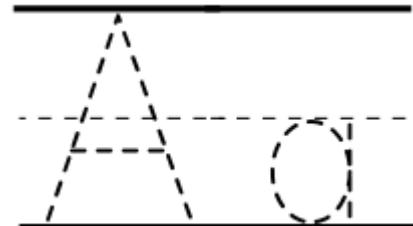
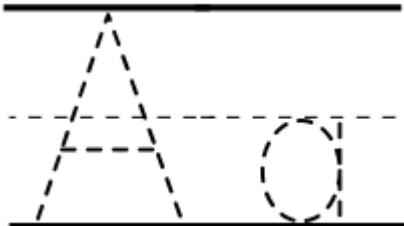
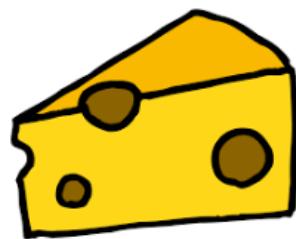
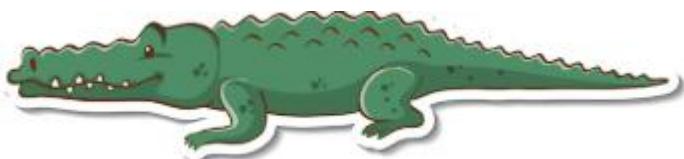
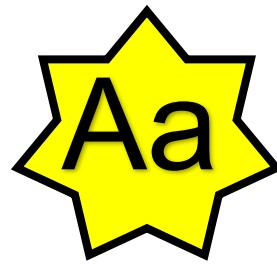
V

W

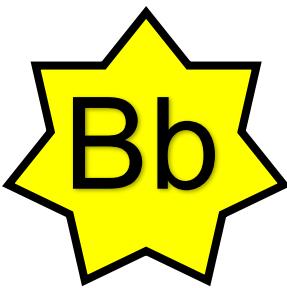
**Instructions:** Say the name of the picture and the write the beginning letter of each picture.



**Instructions:** Circle the picture with the beginning sound of the letter **Aa**.



**Instructions:** Students' activities: Draw a line from the letter **Bb** to the yellow square.



Ff

Mm

Bb

Bb

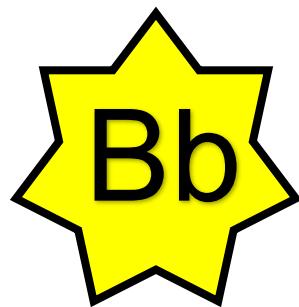
Ll

Bb

Gg

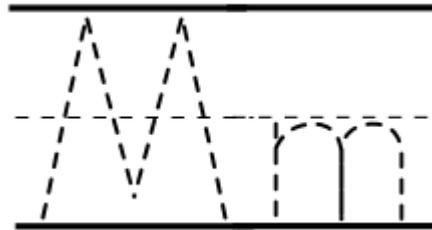
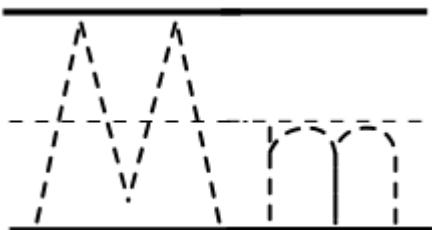
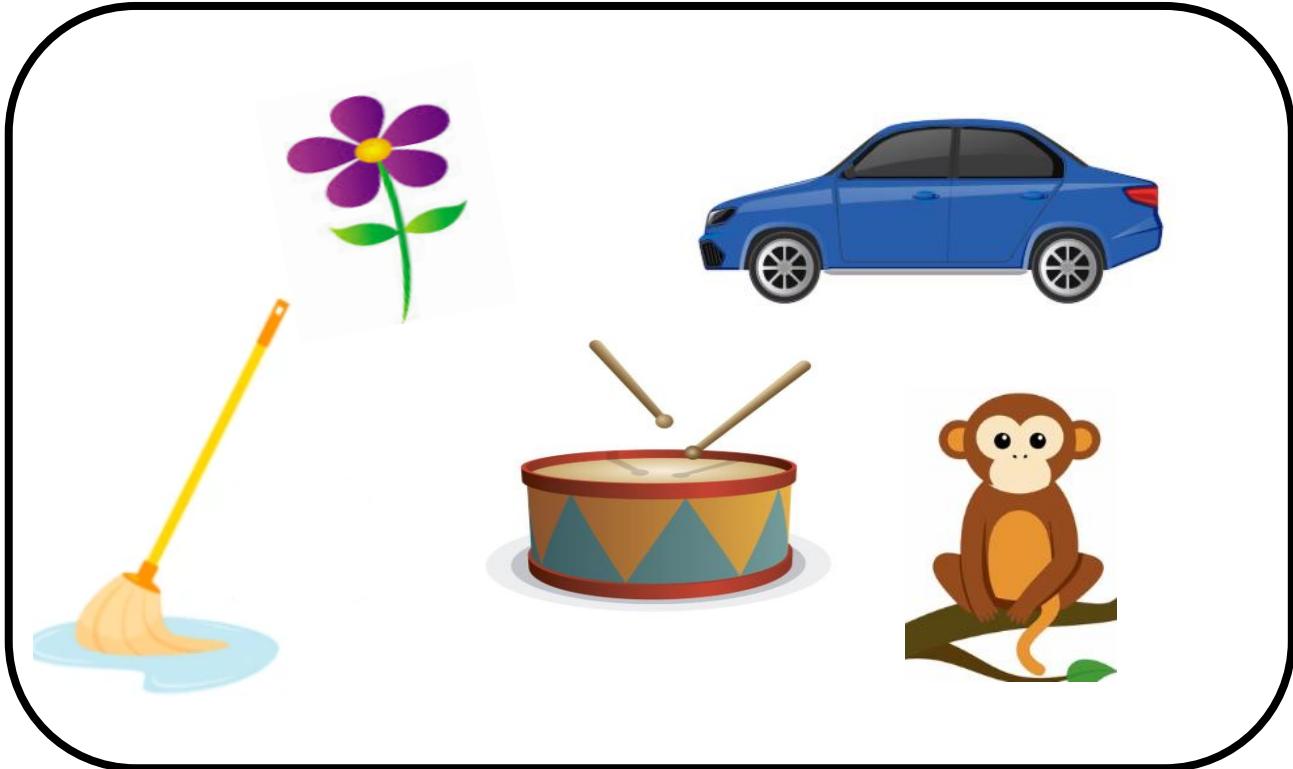
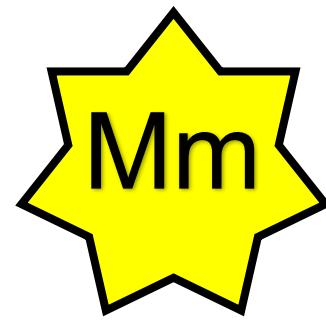
Bb

**Instructions:** Circle the letter that each picture starts with **Bb**.



d      m	s      b	b      d
s      d	b      k	s      b
d      s	b      s	d      m

**Instructions:** Circle the picture with the beginning sound of the letter **Mm**.



**Instructions:** Say the name of the picture and then write the beginning letter of each picture.

**Mm**



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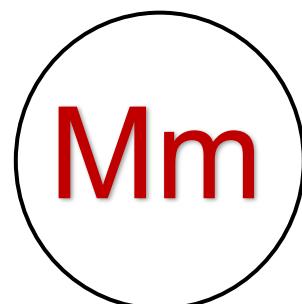
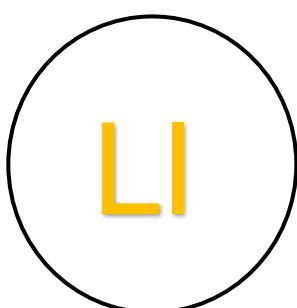
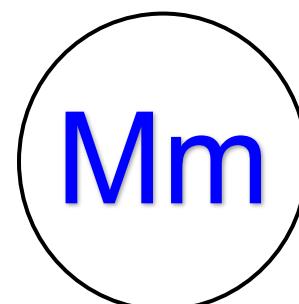
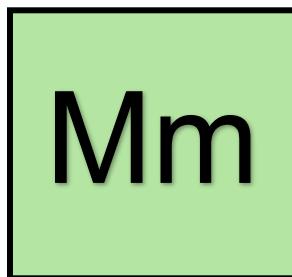
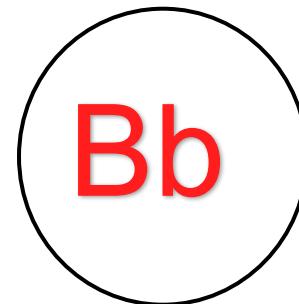
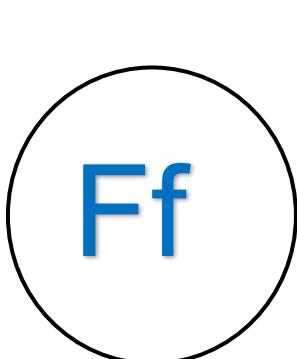
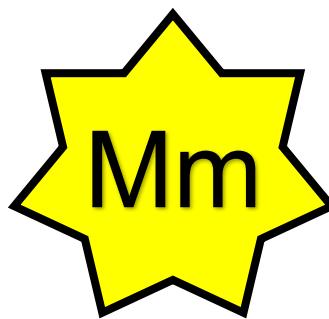


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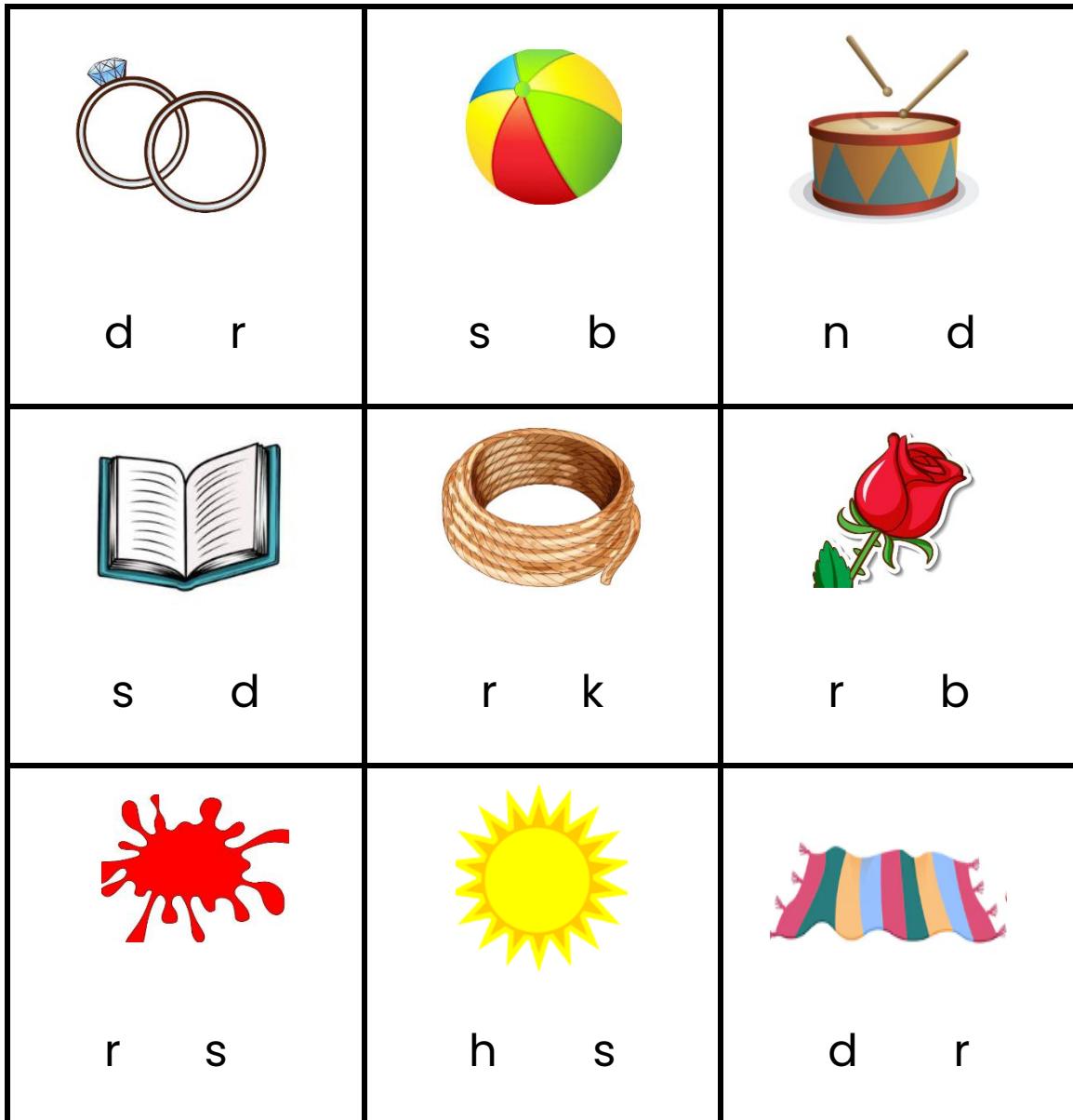
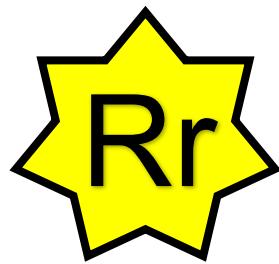
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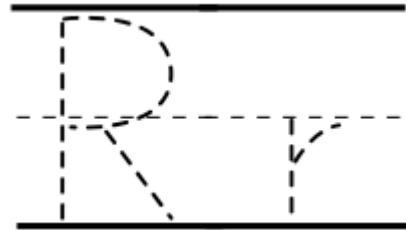
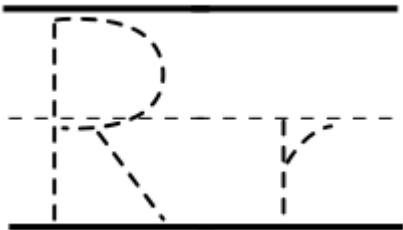
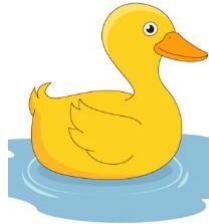
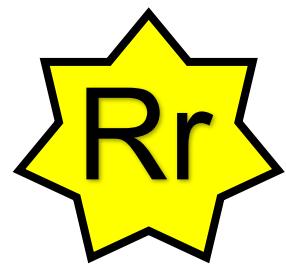
**Instructions:** Draw a line from the letter **Mm** to the green square.



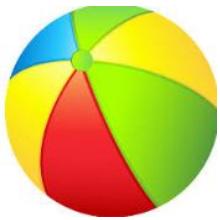
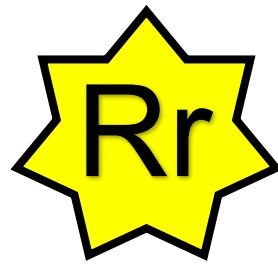
**Instructions:** Circle the letter that each picture starts with **Rr**.



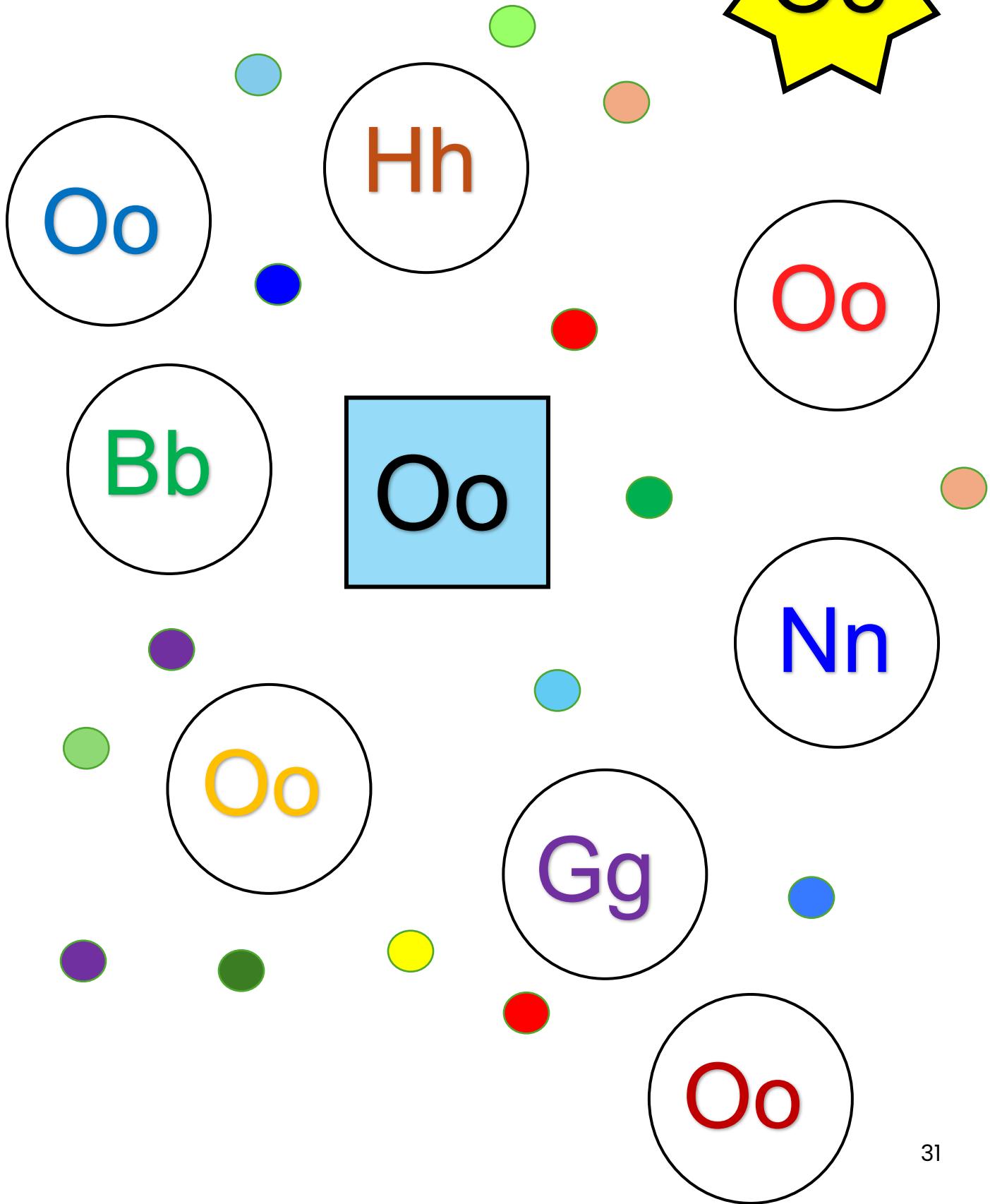
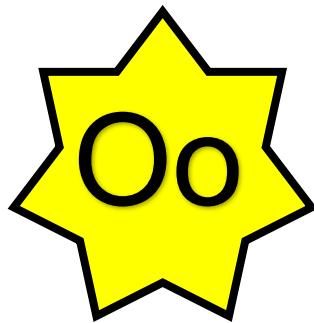
**Instructions:** Circle the picture with the beginning sound of the letter **Rr**.



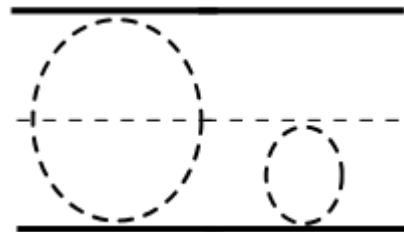
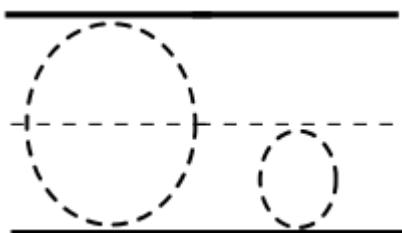
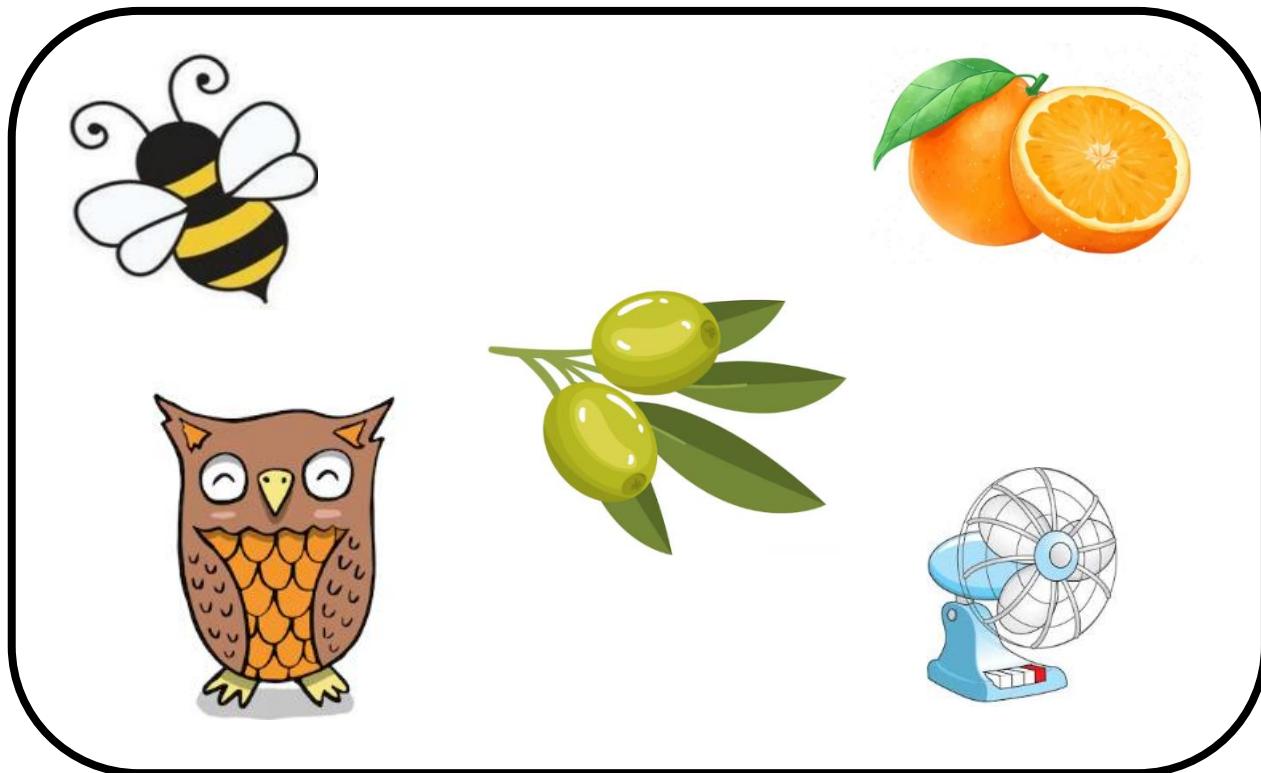
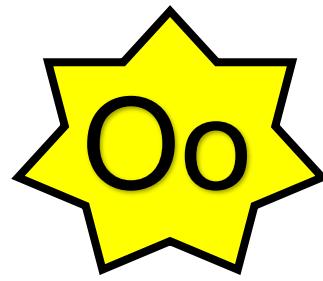
**Instructions:** Say the name of the picture and then write the beginning letter of each picture.



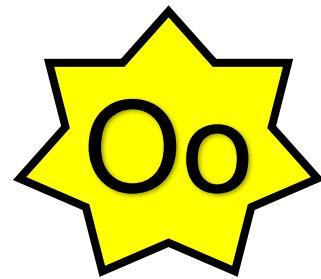
**Instructions:** Draw a line from the letter **Oo** to the blue square.



**Instructions:** Circle the picture with the beginning sound of the letter **Oo**.

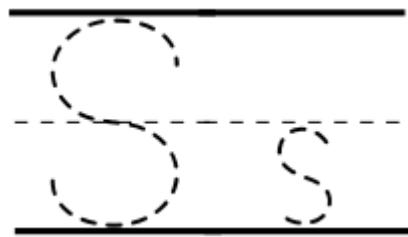
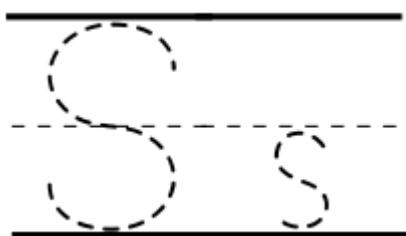
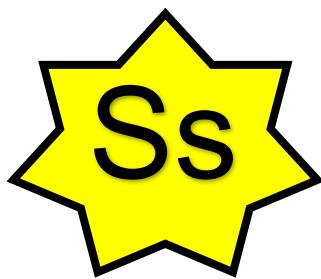


**Instructions:** Circle the letter that each picture starts with **Oo**.

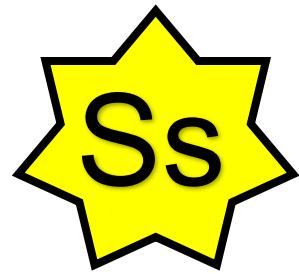


An illustration of a whole onion with its papery skin and root end. d   o	An illustration of a yellow mop head on a blue handle, resting in a puddle of water. s   m	An illustration of a bright orange ink or paint splat with several radiating lines. o   d
An illustration of a brown wooden door with a glass pane window and a doorknob.	An illustration of a green fish with a yellow belly and a pink tail.	An illustration of a pink octopus with tentacles and a yellow sun-like background.
An illustration of a black ostrich with a long neck and a pink beak.	An illustration of a doll with dark curly hair, wearing a purple and white patterned dress.	An illustration of a blue sedan car.

**Instructions:** Circle the picture with the beginning sound of the letter **Ss**.



**Instructions:** Say the name of the picture and then write the beginning letter of each picture.



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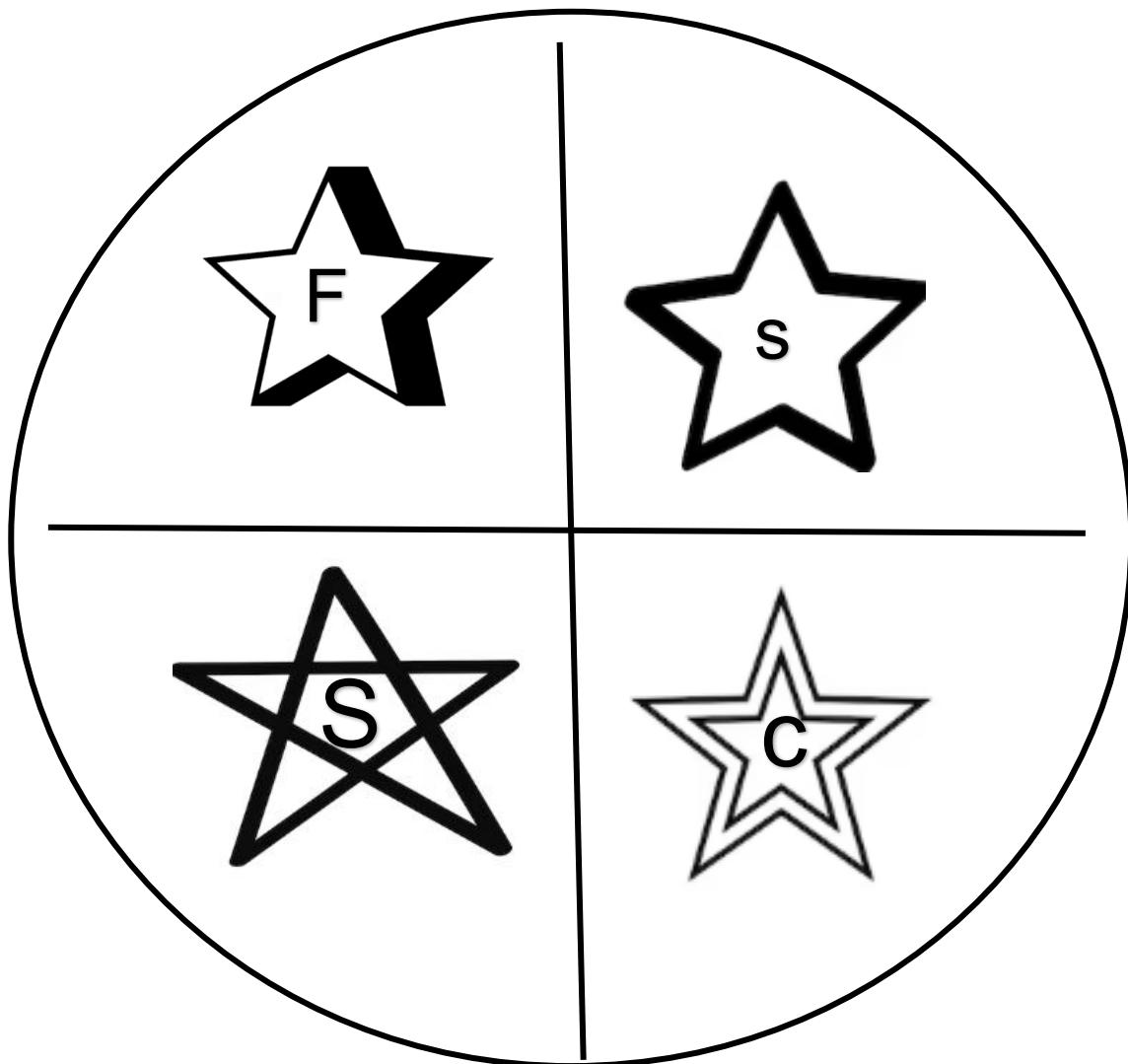
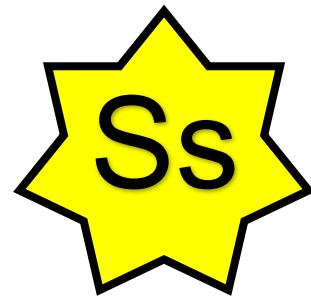


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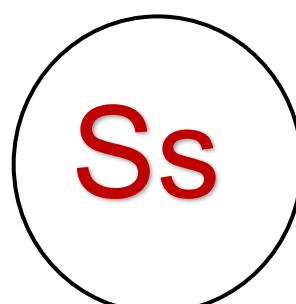
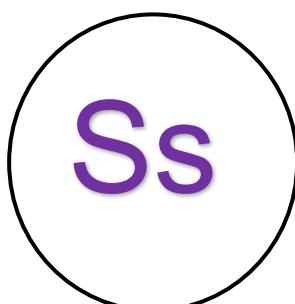
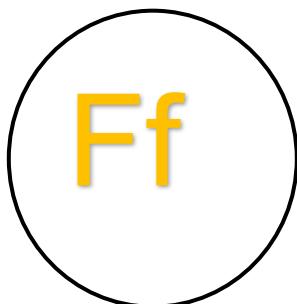
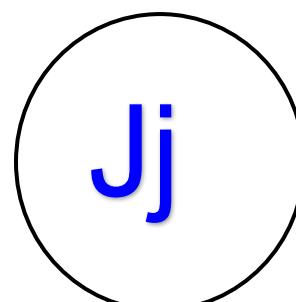
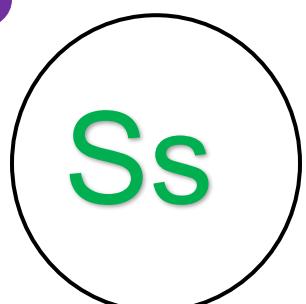
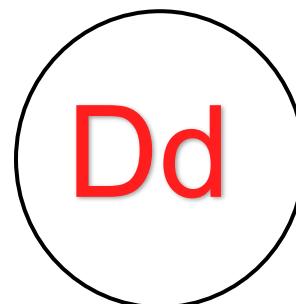
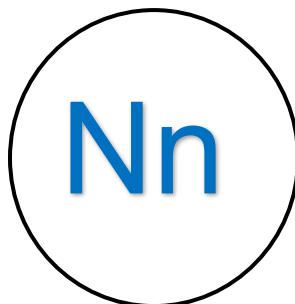
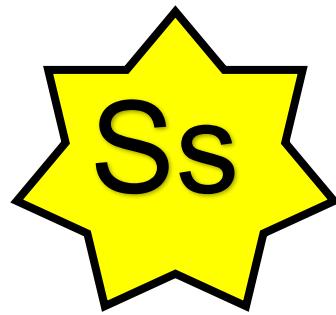
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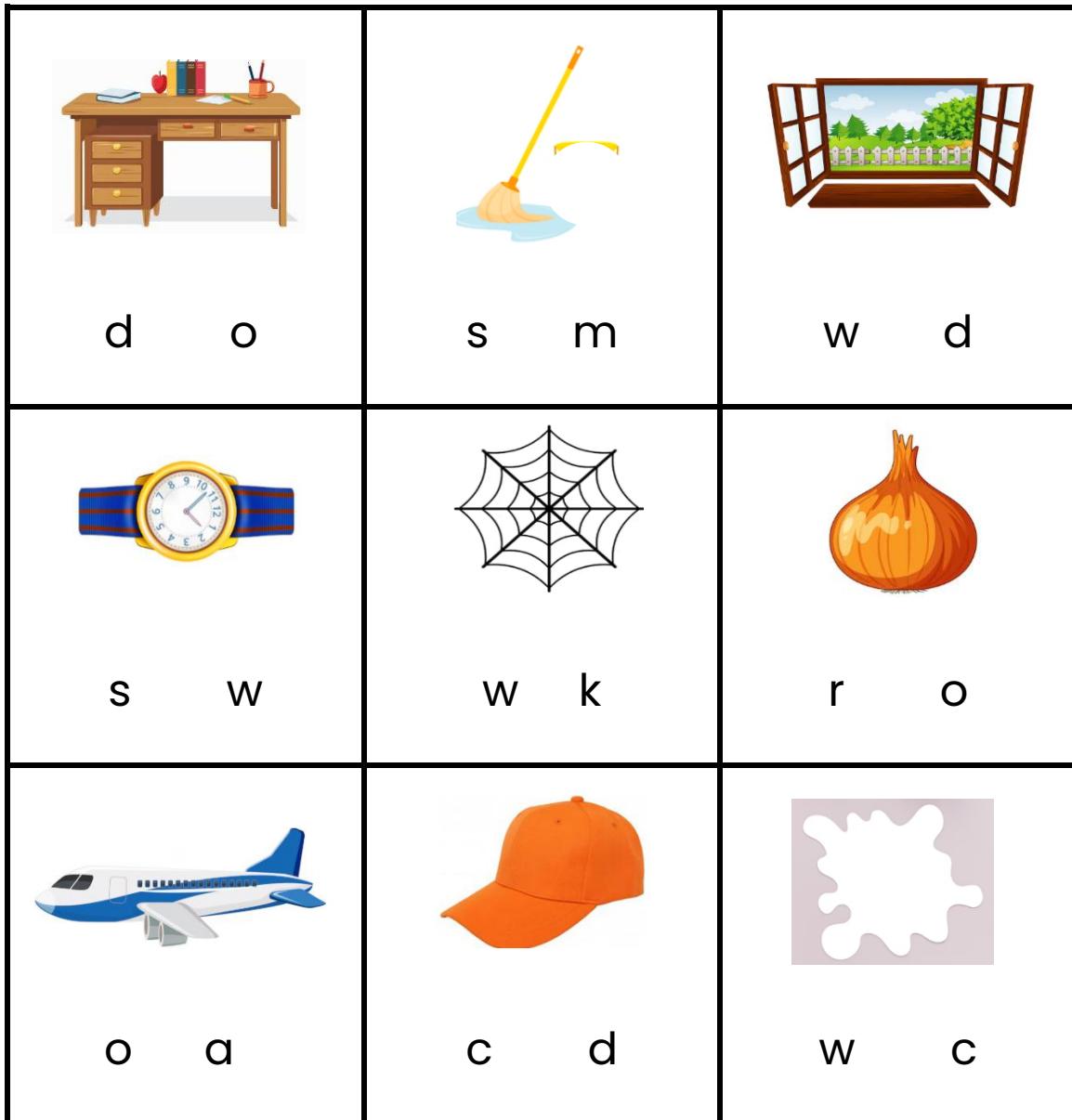
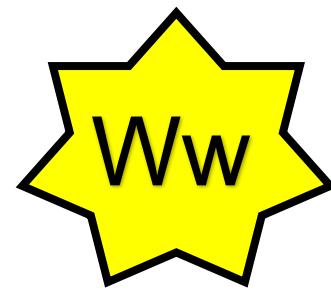
**Instructions:** Color each star that has a **S** or **s**.



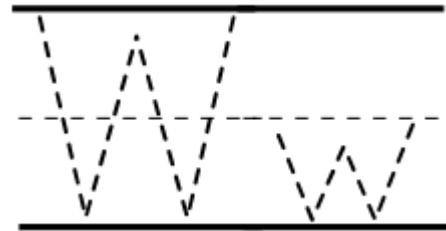
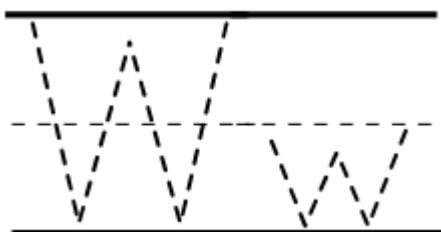
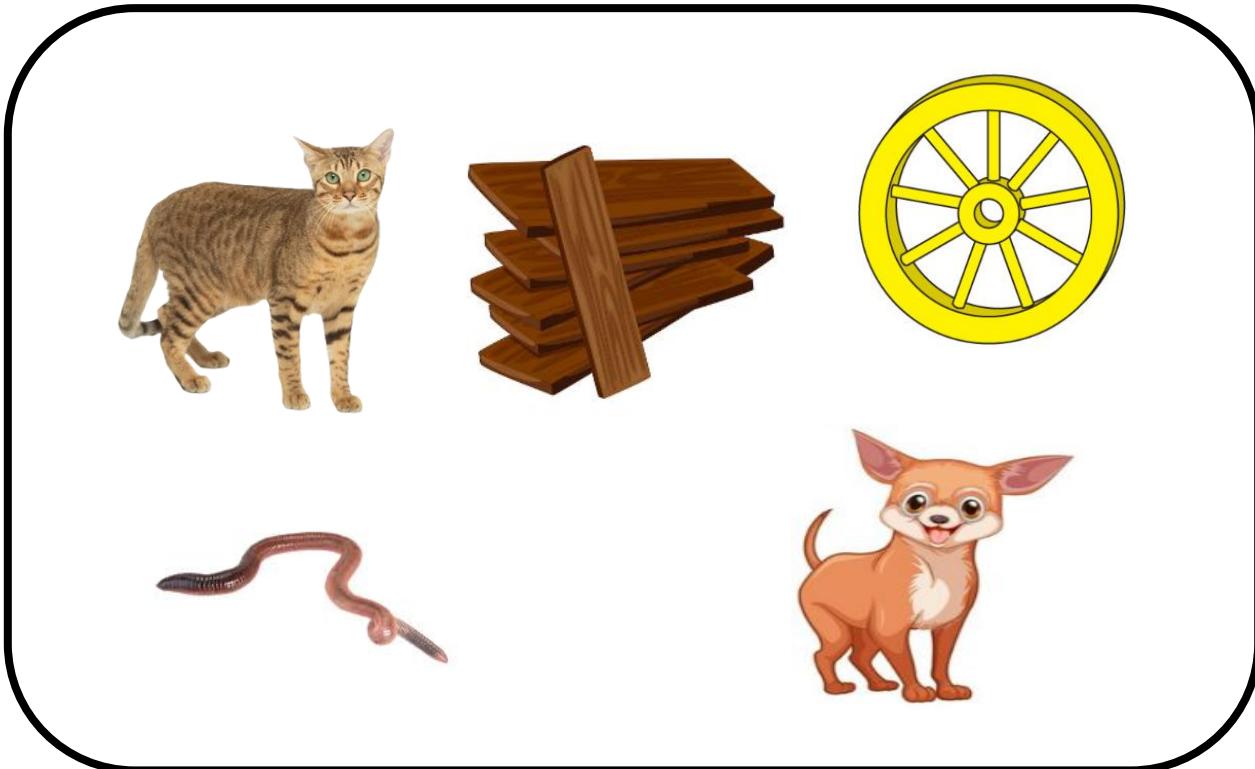
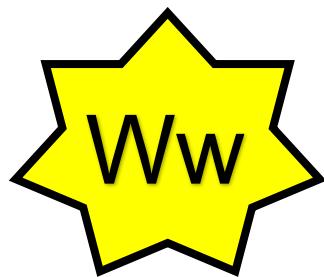
**Instructions:** Draw a line from the letter **Ss** to the blue square.



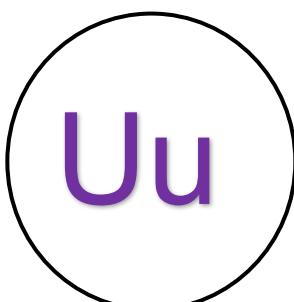
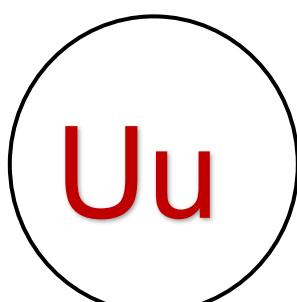
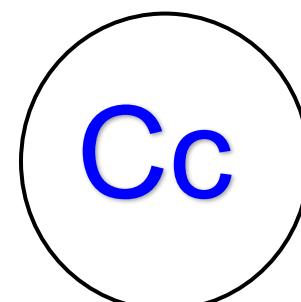
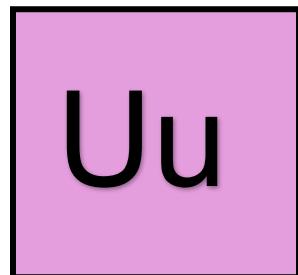
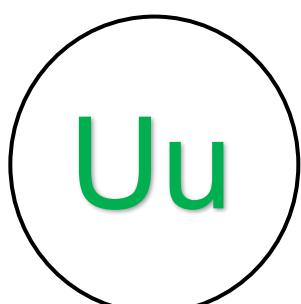
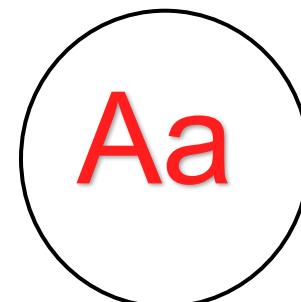
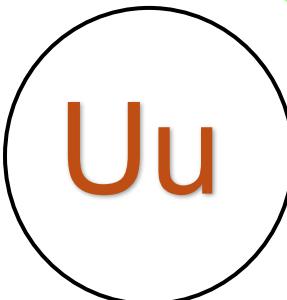
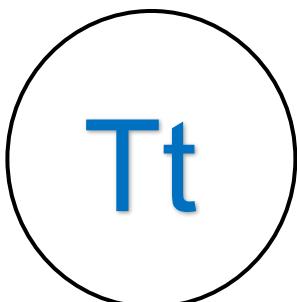
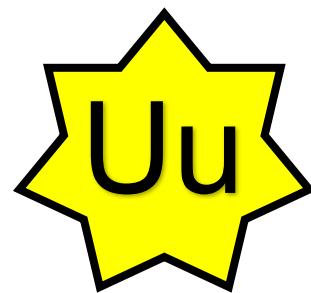
**Instructions:** Circle the letter that each picture starts with **Ww**.



**Instructions:** Circle the picture with the beginning sound the letter **Ww**.

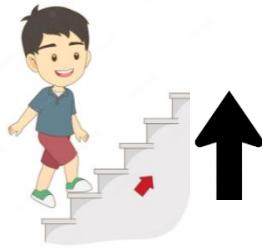
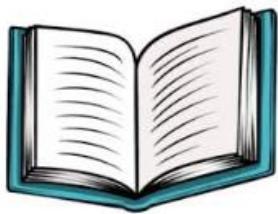


**Instructions:** Draw a line from the letter **Uu** to the rose square.

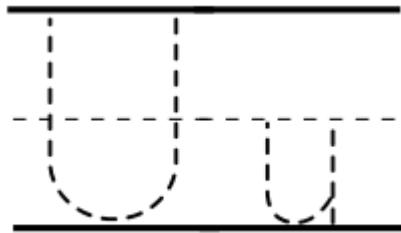
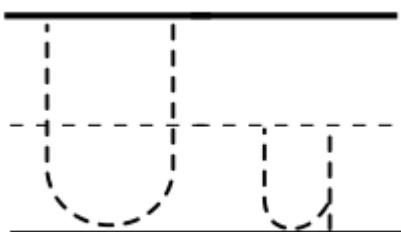
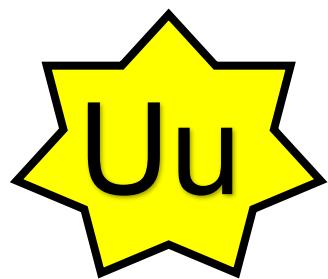


**Instructions:** Write the first letter of each picture.

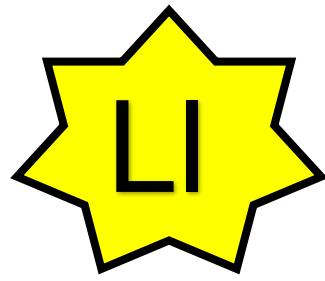
Uu

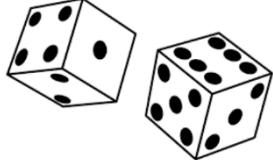
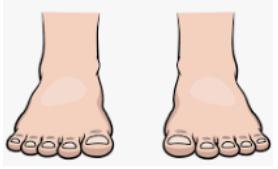


**Instructions:** Circle the picture with the beginning sound of the letter **Uu**.

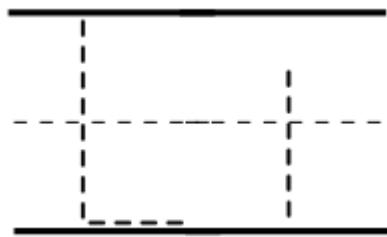
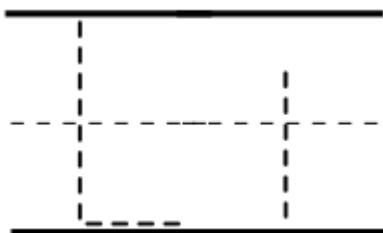
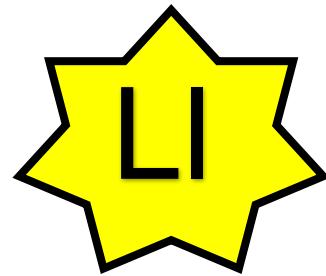


**Instructions:** Circle the letter that each picture starts with **LI**.

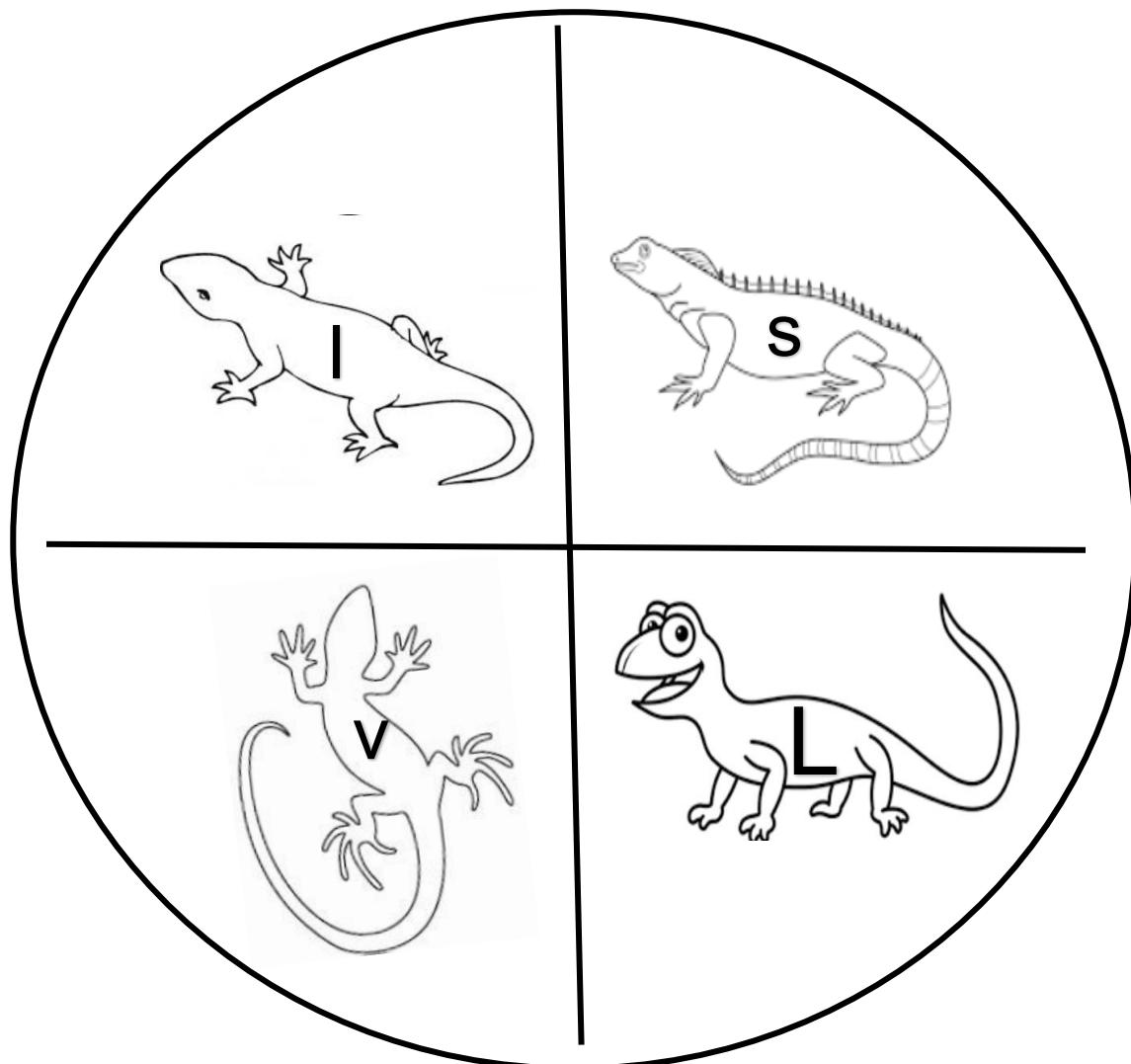
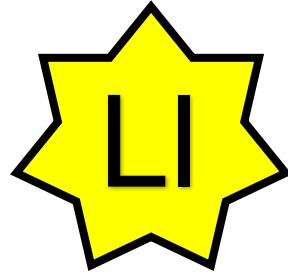


		
d   l	s   m	w   l
		
d   w	l   k	r   f
		
s   a	l   d	r   c

**Instructions:** Circle the picture with the beginning sound of the letter **LI**.

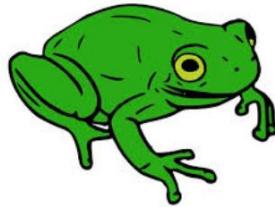


**Instructions:** Color each lizard that has an L or I.



Jj

**Instructions:** Write the first letter of each picture.



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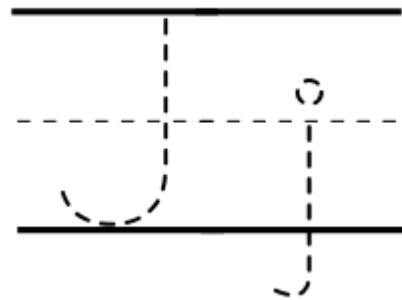
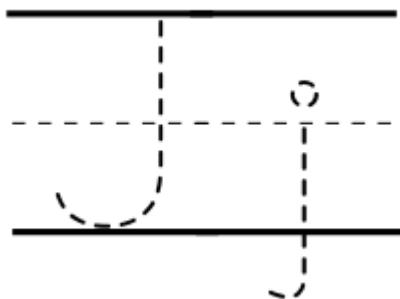
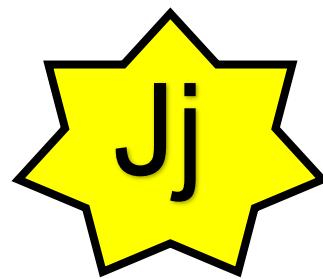


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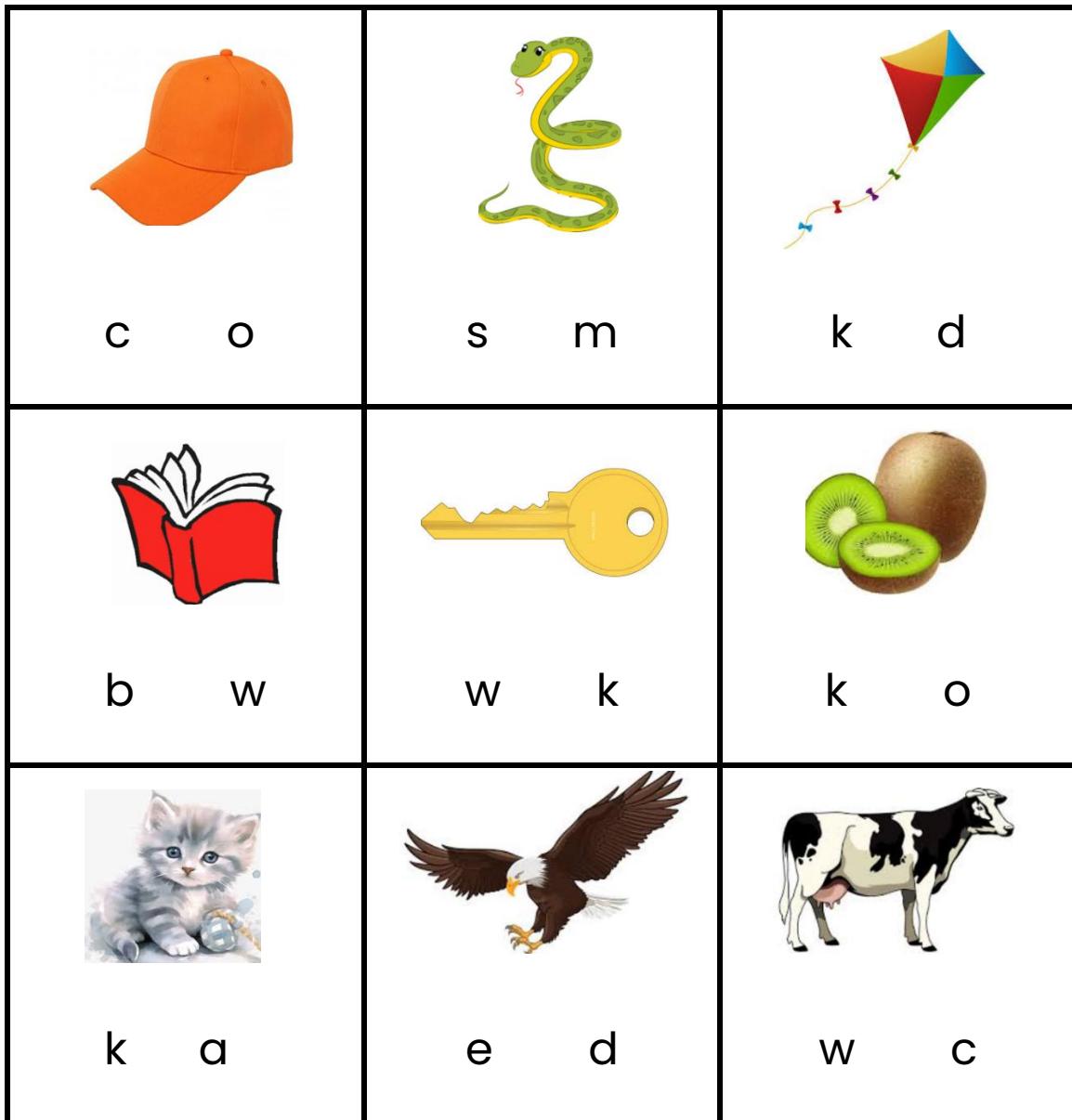
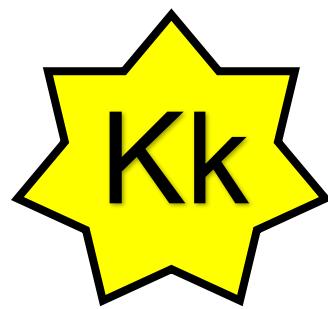
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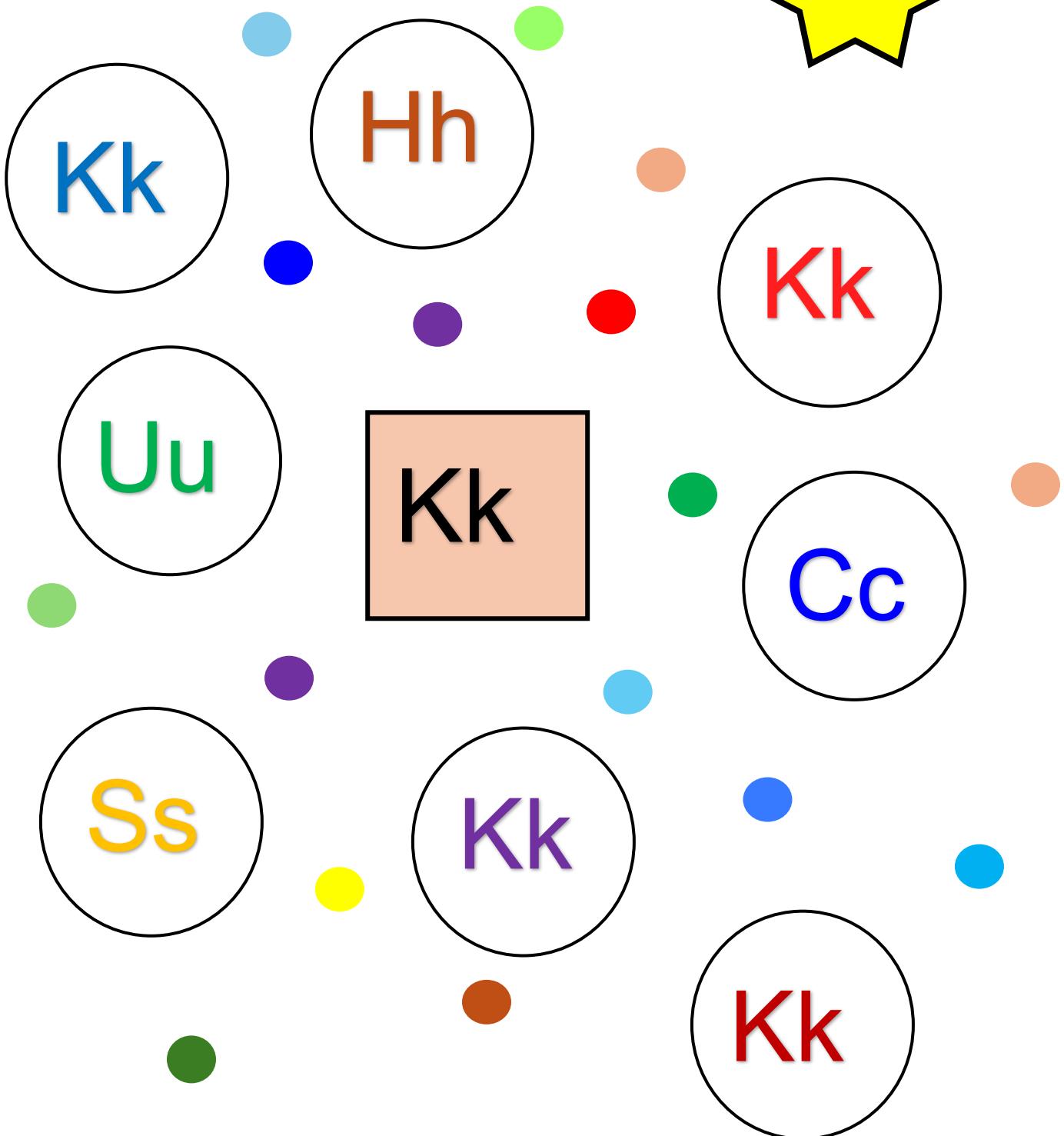
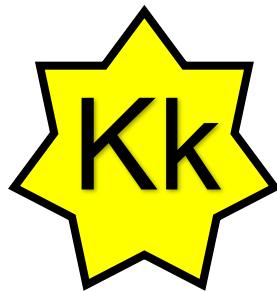
**Instructions:** Circle the picture with the beginning sound of the letter **Jj**.



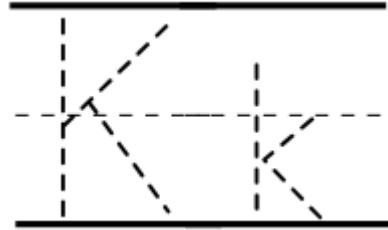
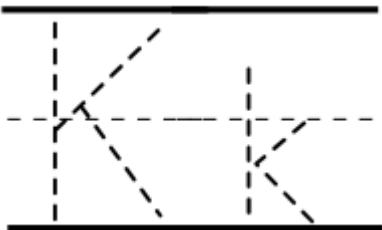
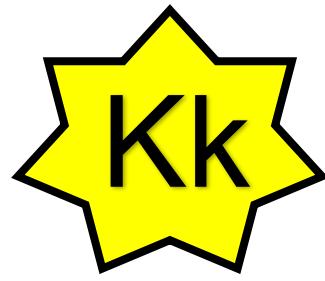
**Instructions:** Circle the letter that each picture starts with **Kk**.



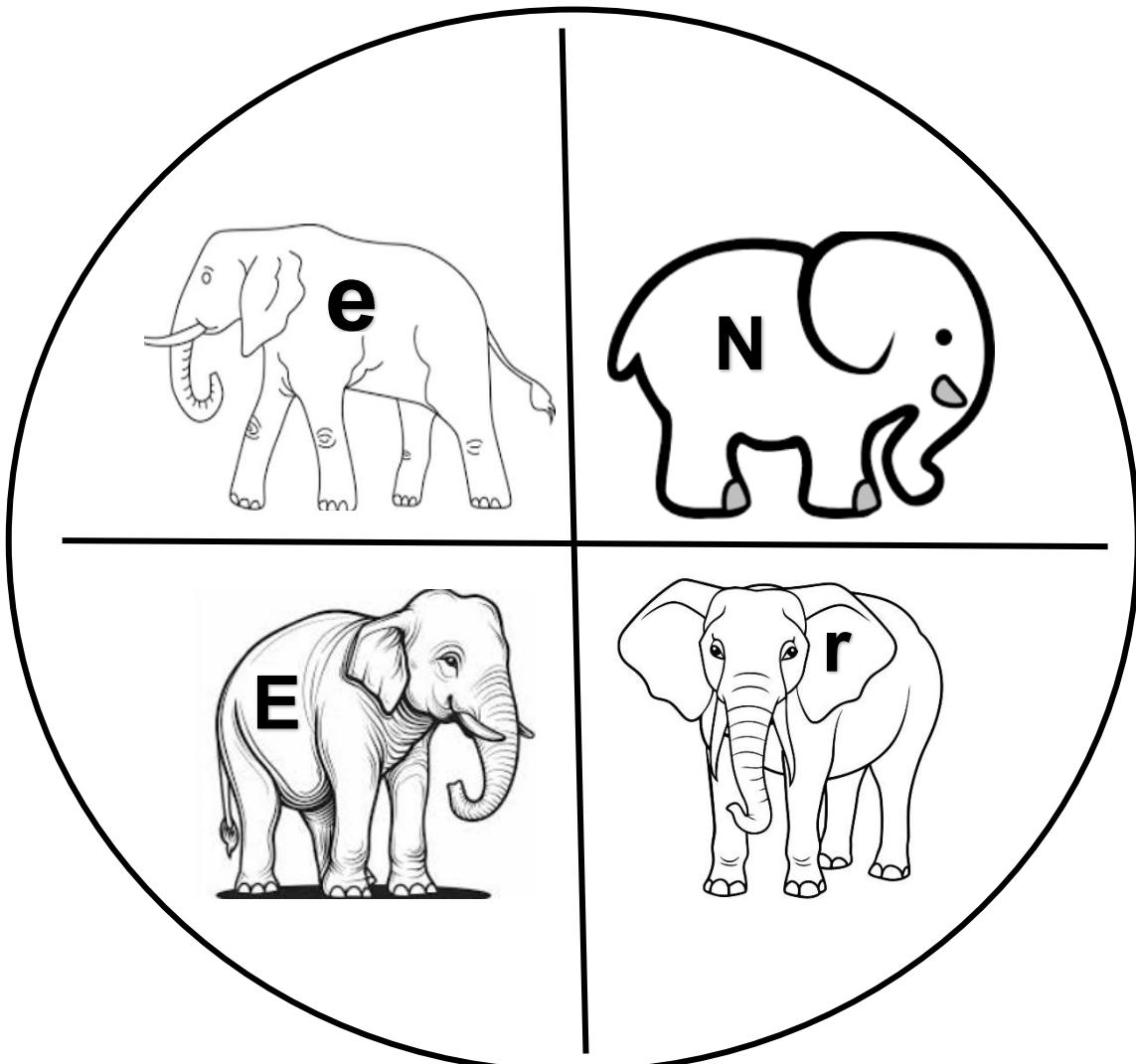
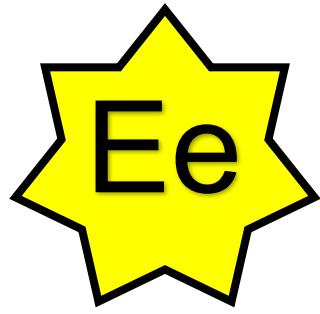
**Instructions:** Draw a line from the letter **Kk** to the orange square.



**Instructions:** Circle the picture with the beginning sound of the letter **Kk**.

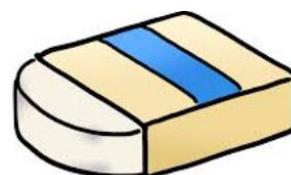
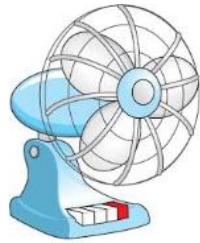


**Instructions:** Color each elephant that has on **E** or **e**.



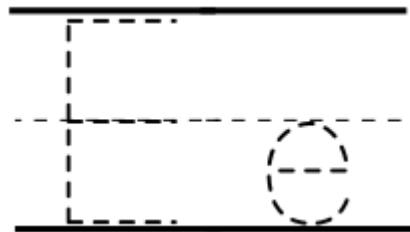
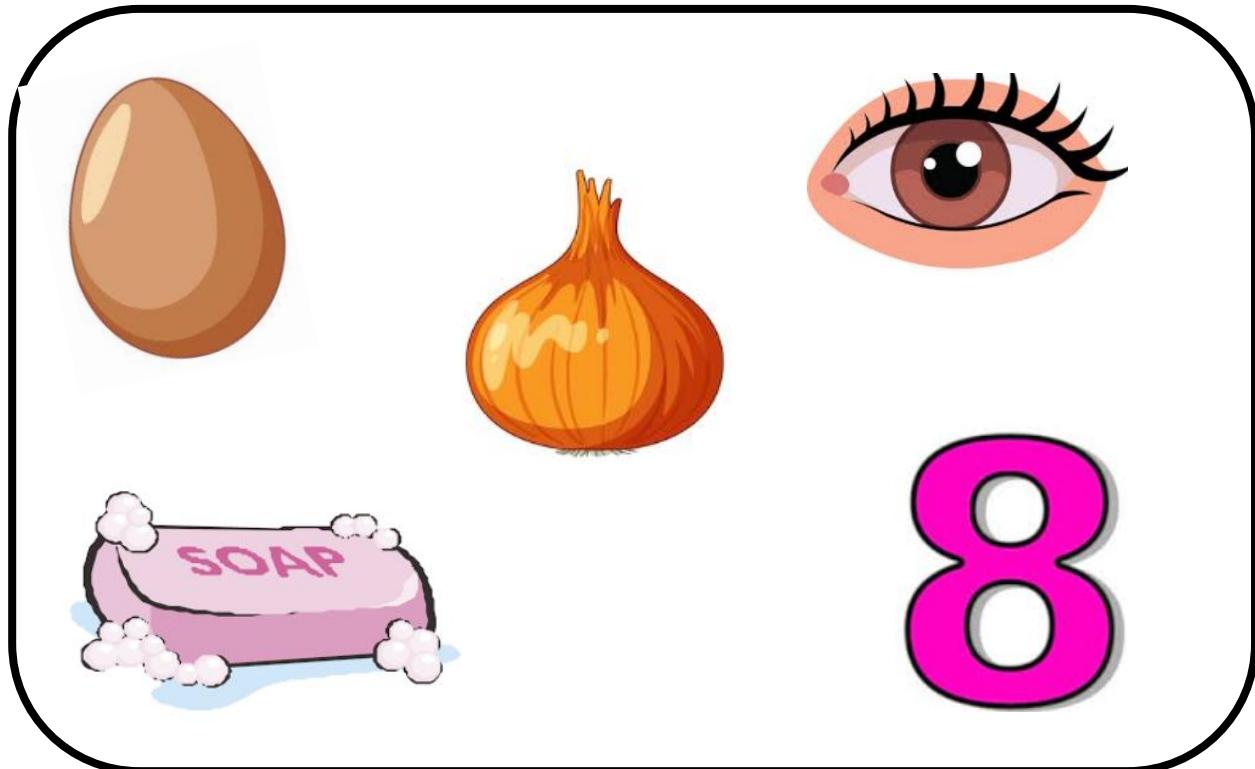
**Instructions:** Write the first letter of each picture.

Ee

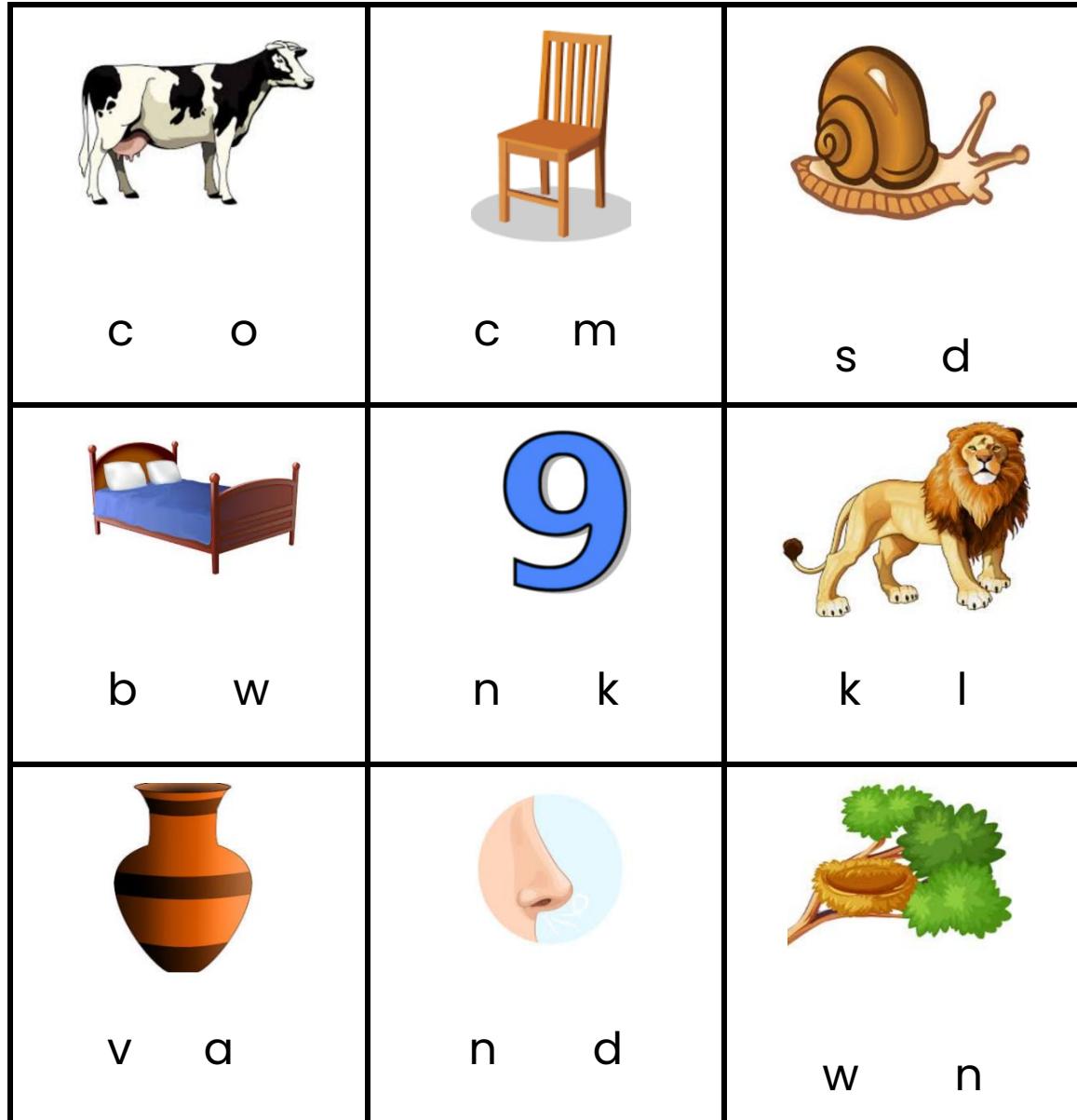
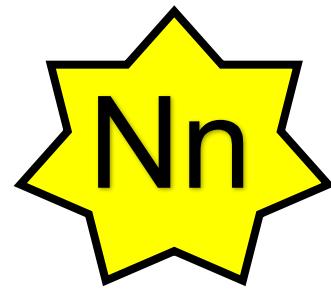


**Instructions:** Circle the picture with the beginning sound of the letter **Ee**.

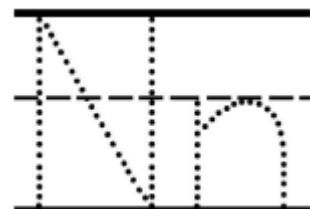
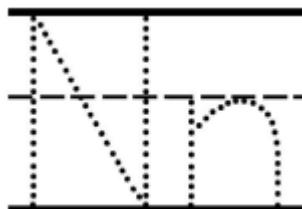
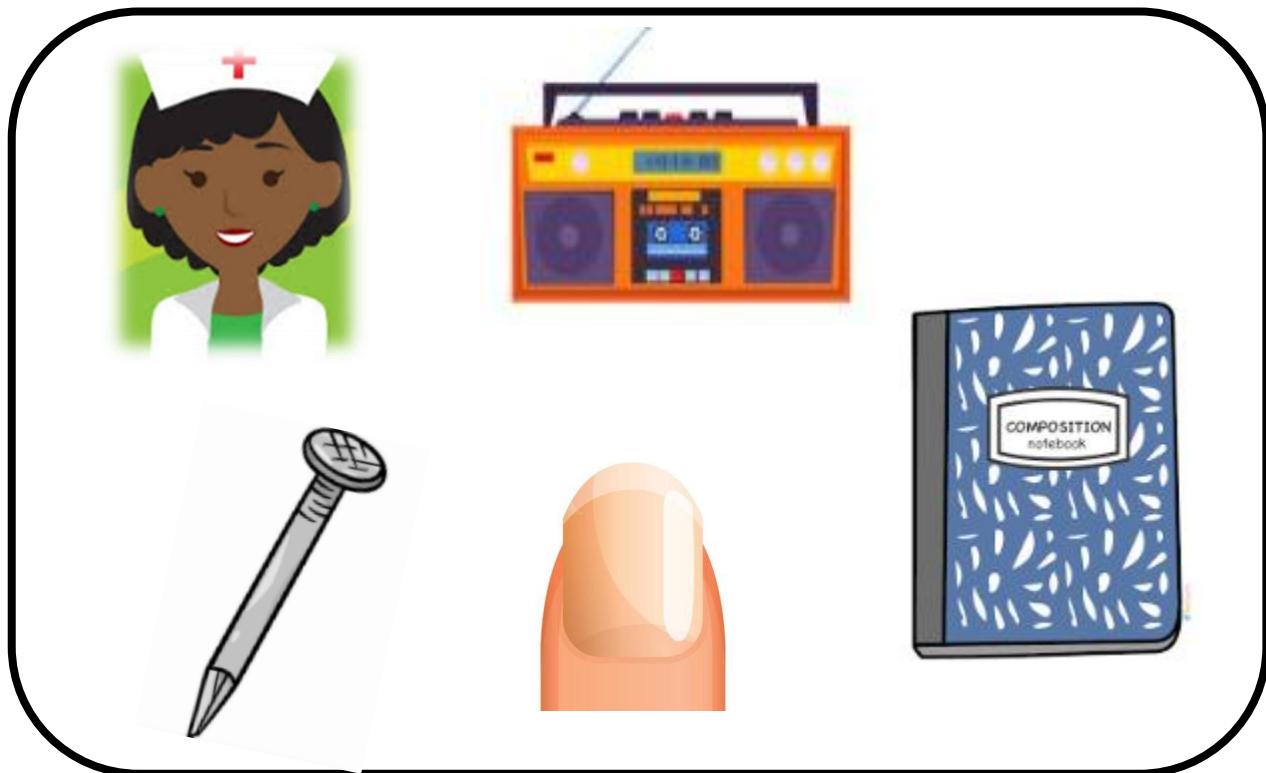
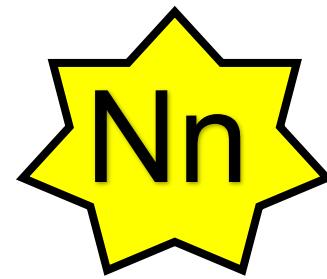
Ee



**Instructions:** Circle the letter that each picture starts with **Nn**.

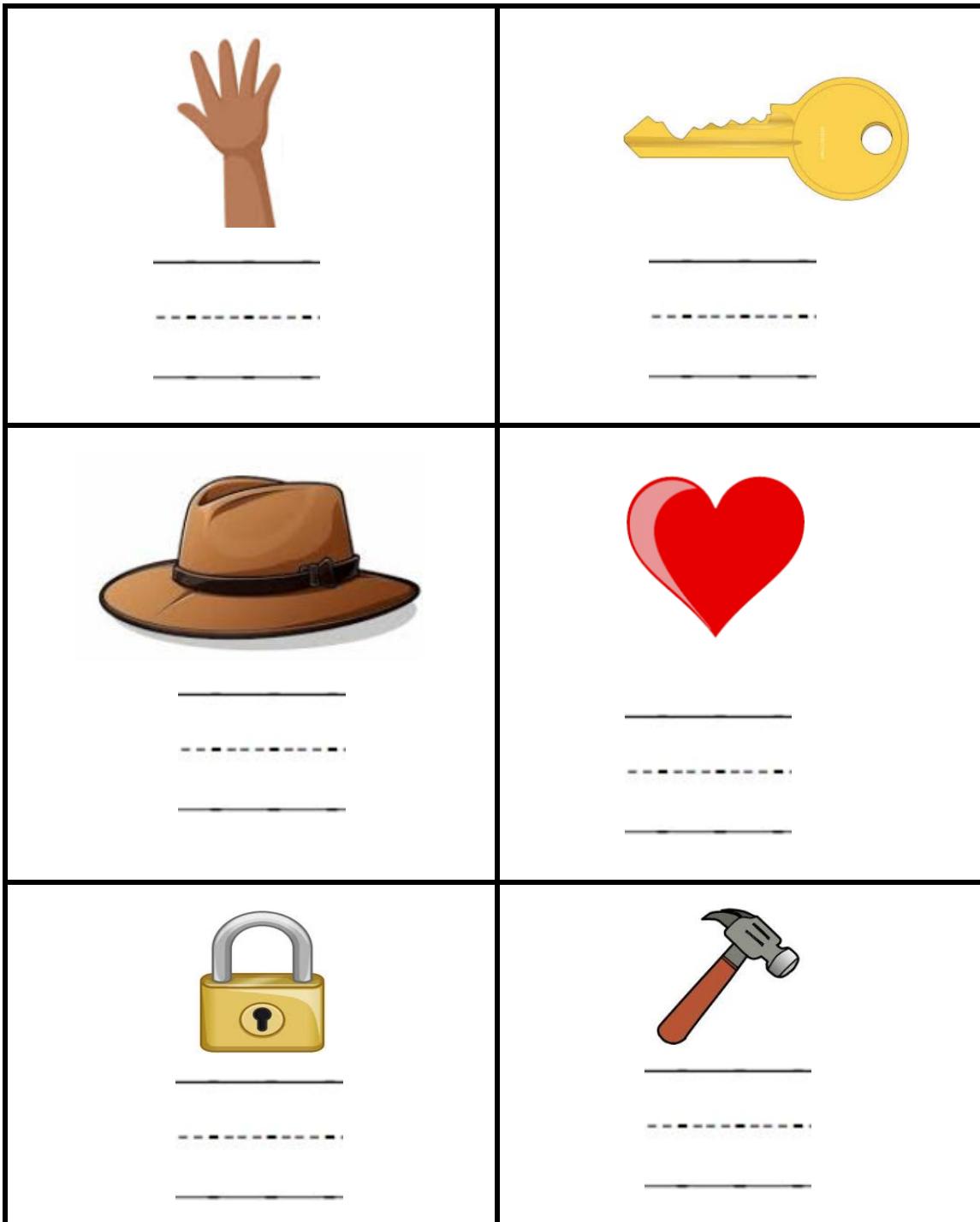


**Instructions:** Circle the picture with the beginning sound of the letter **Nn**.

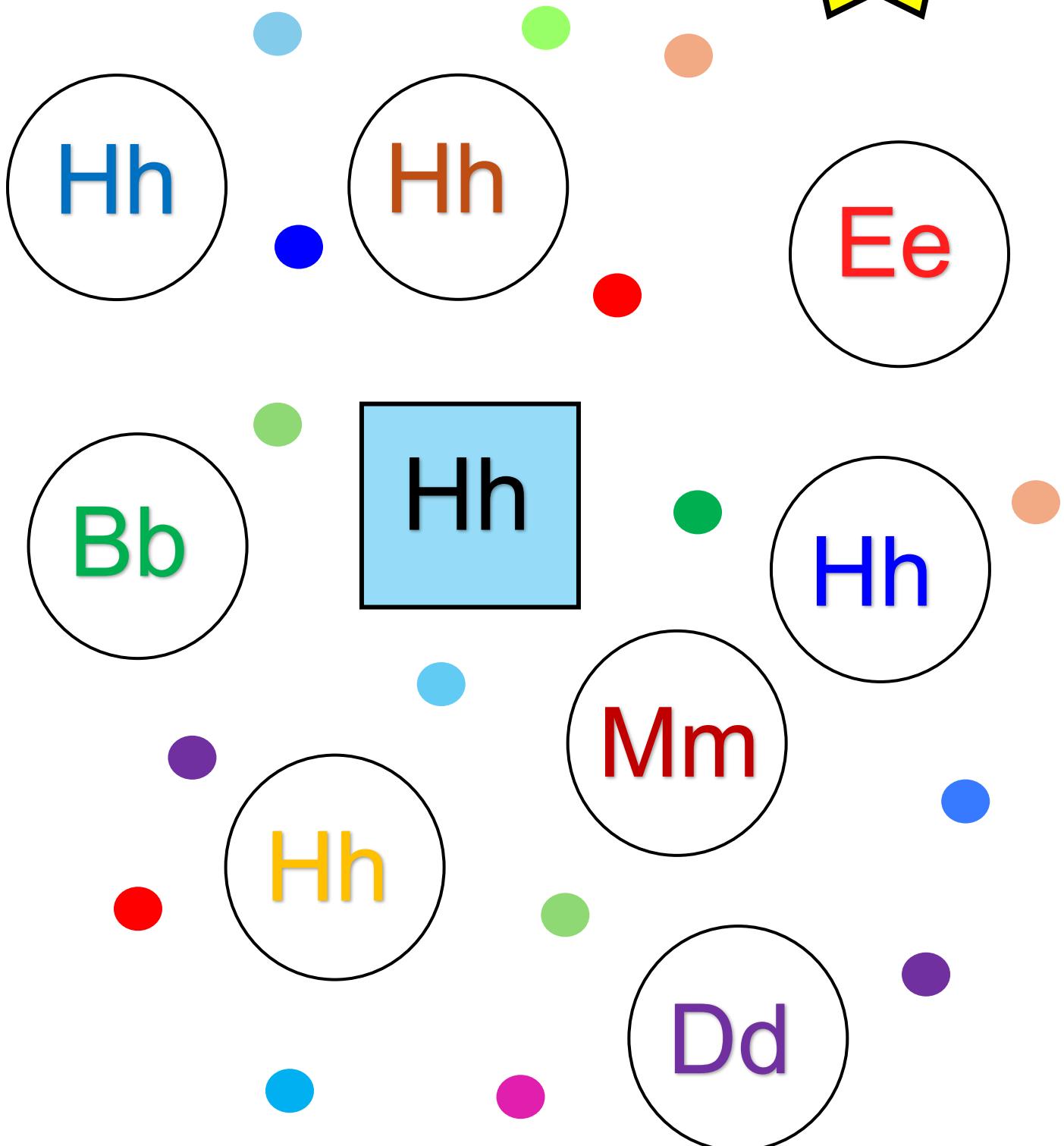
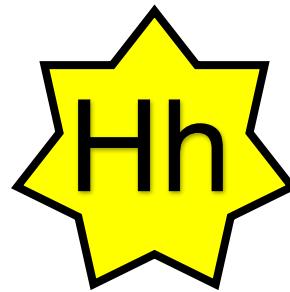


**Instructions:** Write the first letter of each picture.

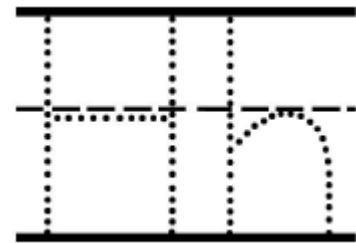
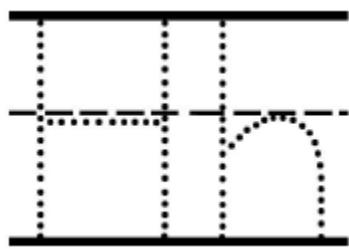
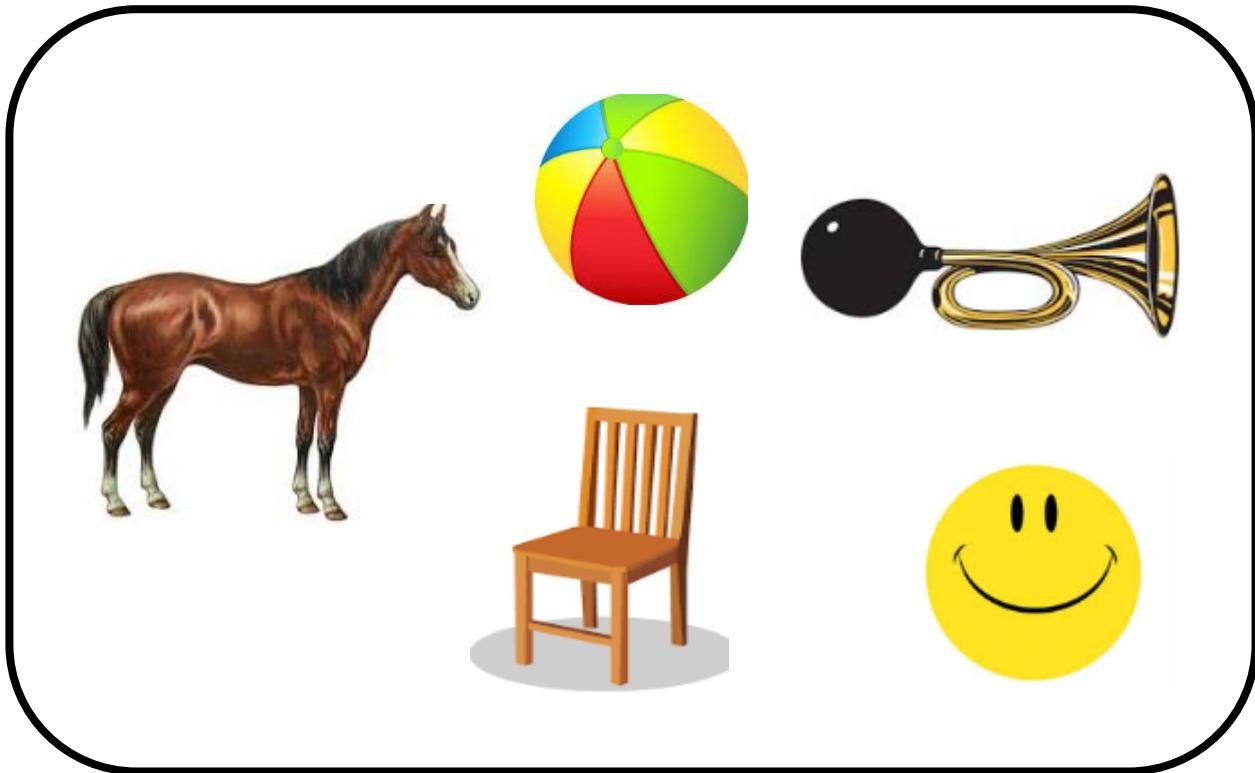
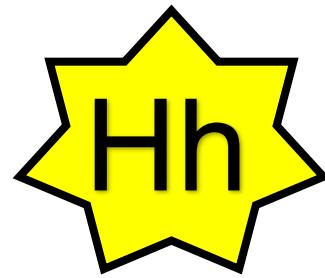
Hh



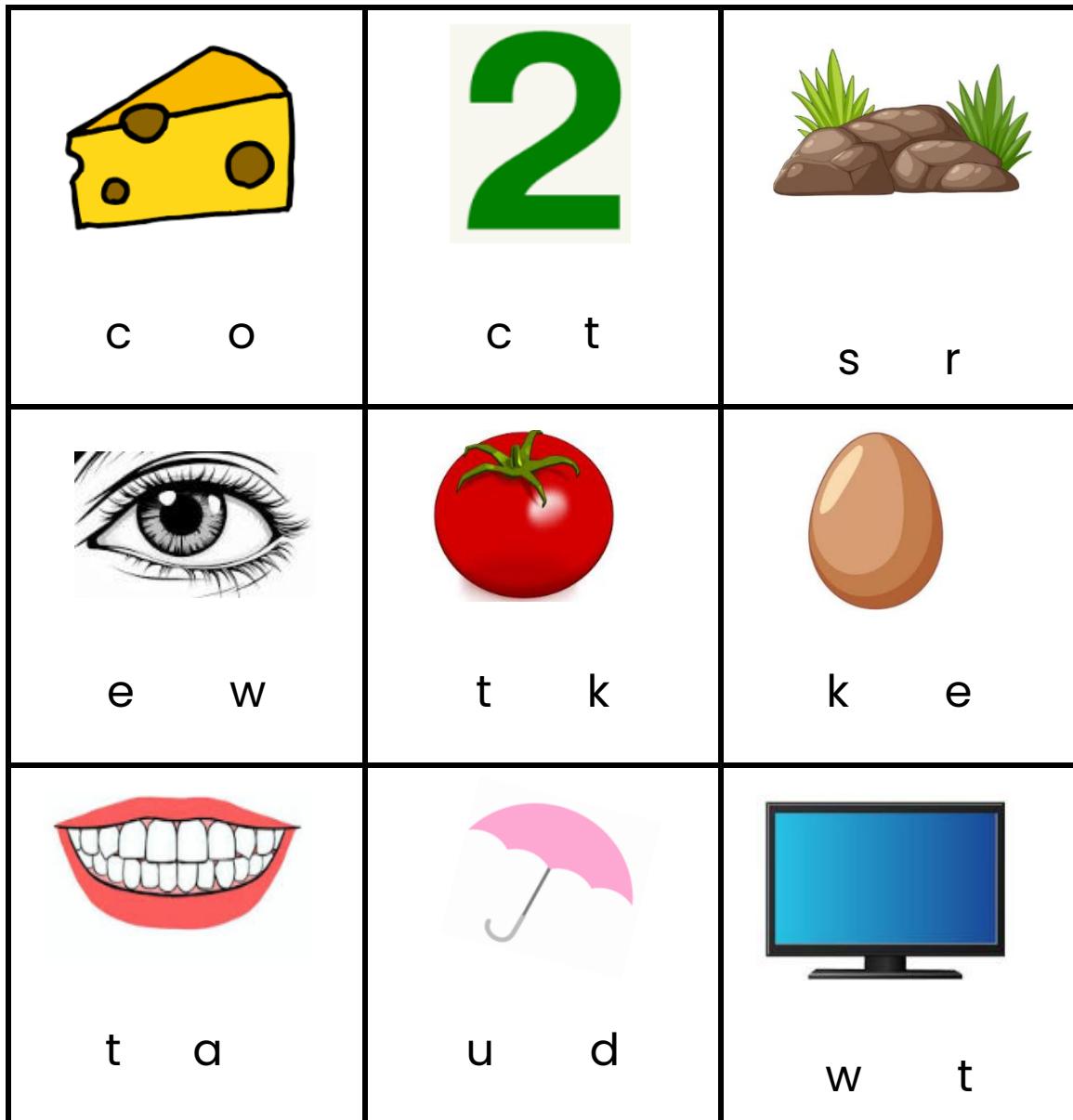
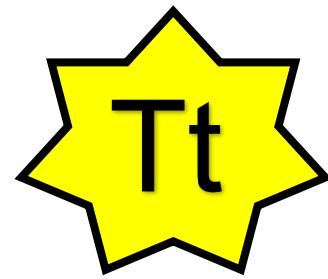
**Instructions:** Draw a line from the letter **Hh** to the blue square.



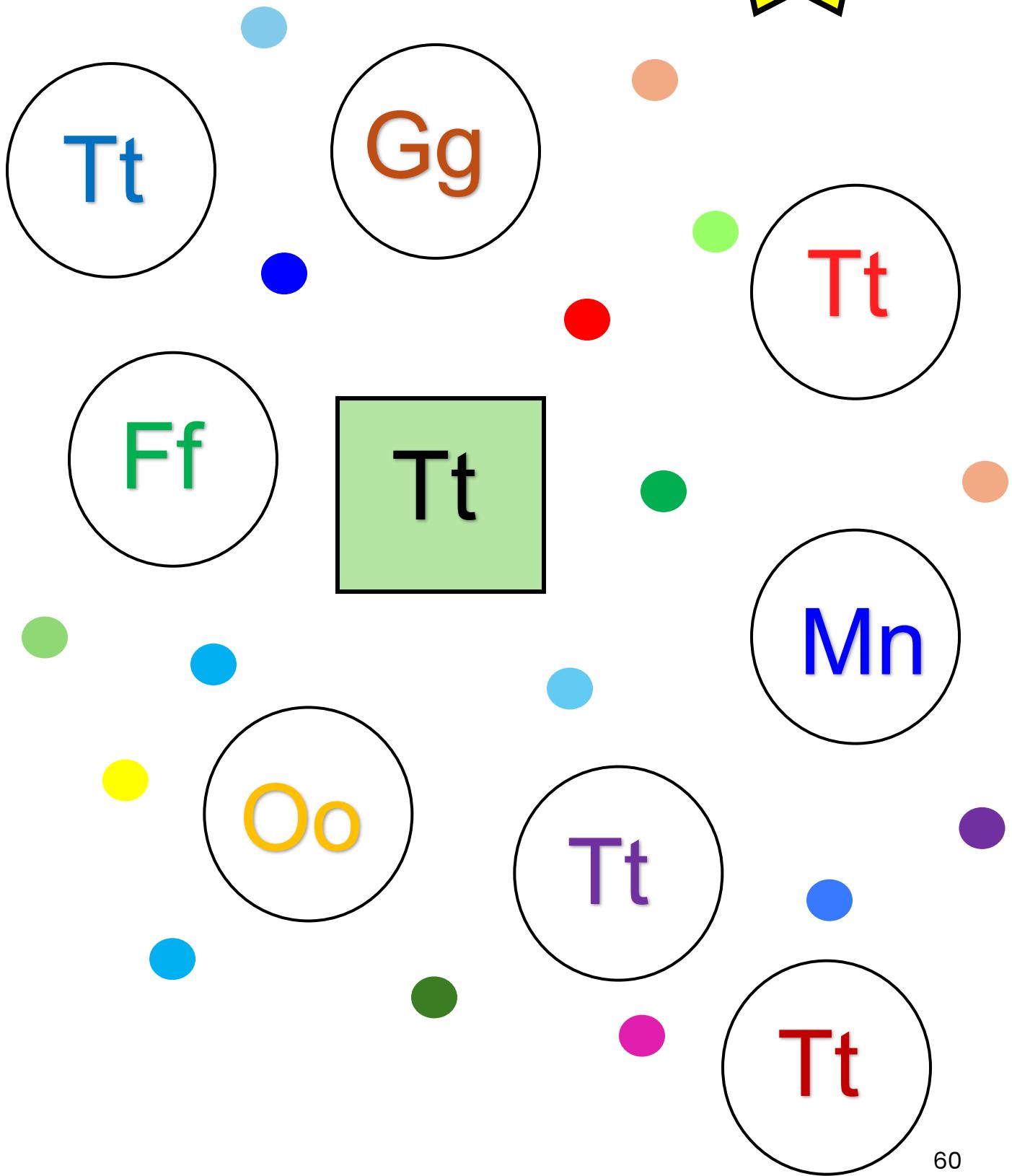
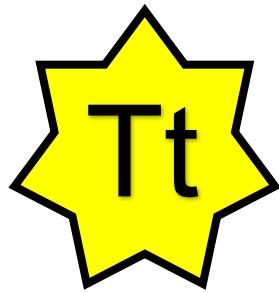
**Instructions:** Circle the picture with the beginning sound of the letter **Hh**.



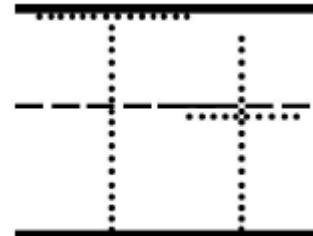
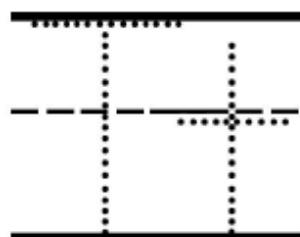
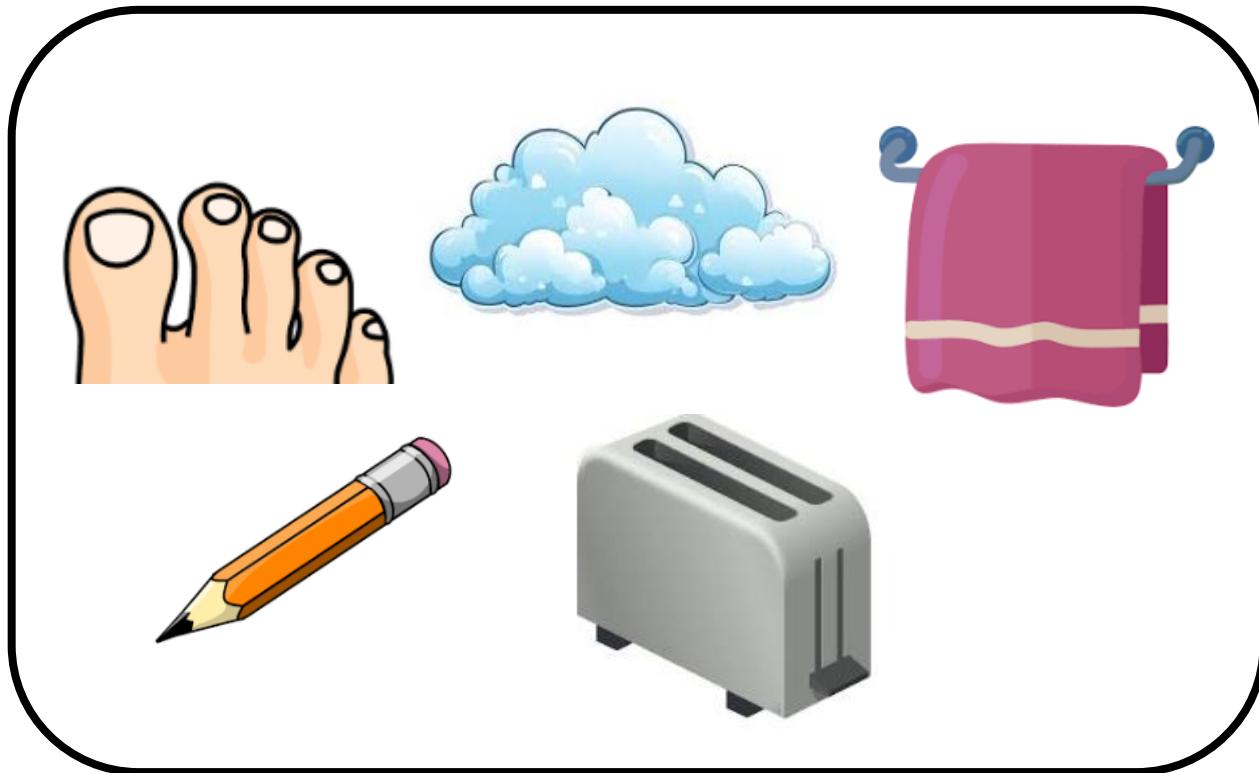
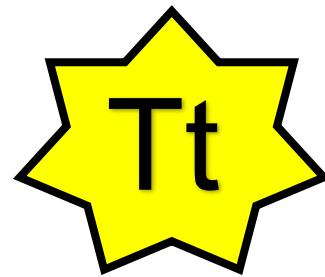
**Instructions:** Circle the letter that each picture starts with **Tt**.



**Instructions:** Draw a line from the letter **Tt** to the green square.

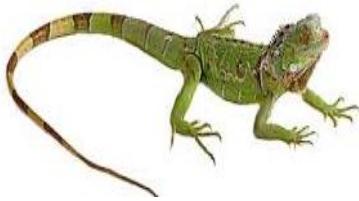


**Instructions:** Circle the picture with the beginning sound of the letter **Tt**.



Ii

**Instructions:** Write the first letter of each picture.



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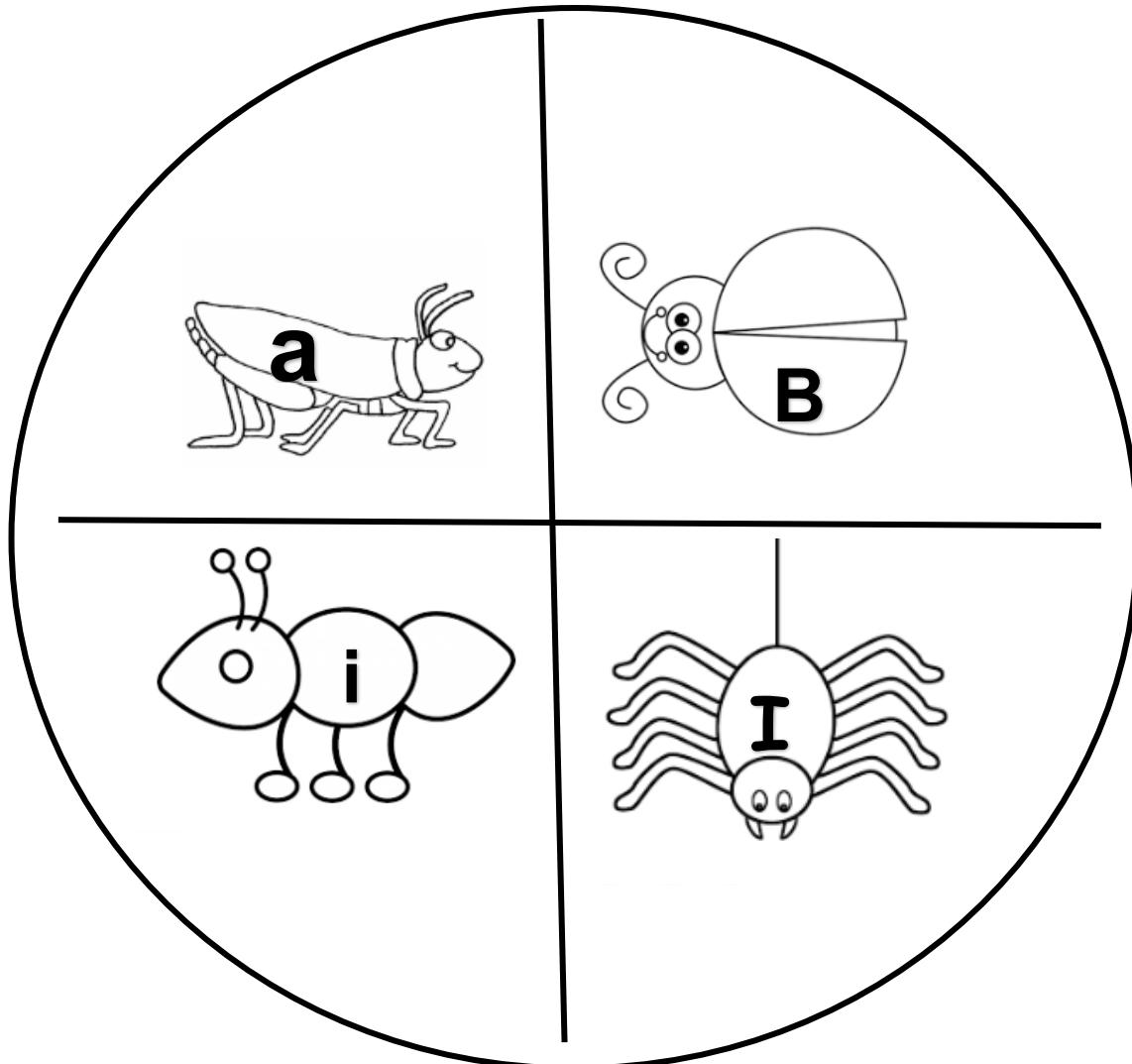
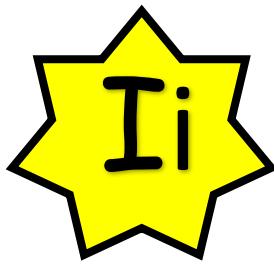
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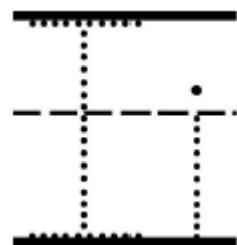
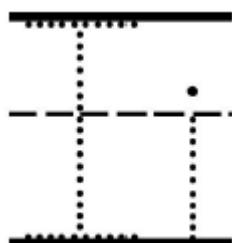
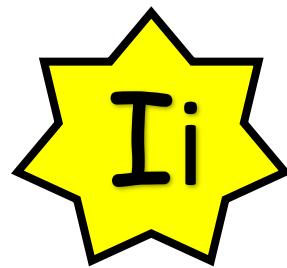
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**Instructions:** Color each insect that has the letter **I** or **i**.

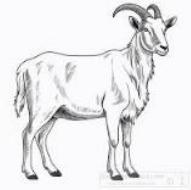


**Instructions:** Circle the picture with the beginning sound of the letter **Ii**.

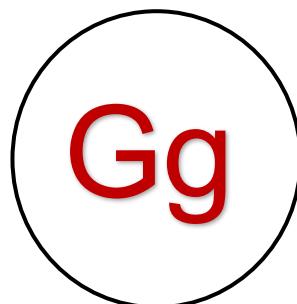
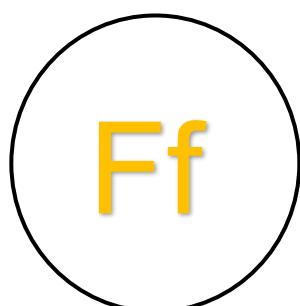
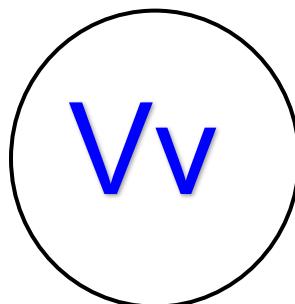
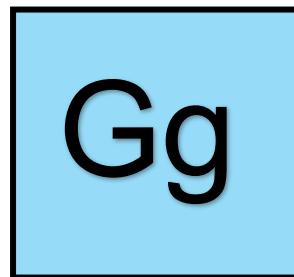
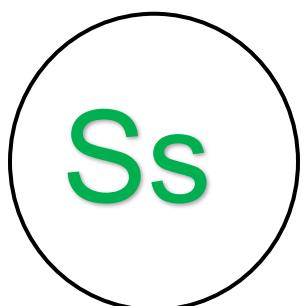
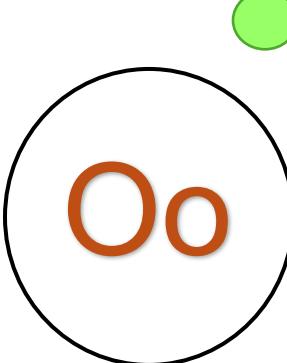


**Instructions:** Circle the letter that each picture starts with **Gg**.



 A yellow and blue wrapped piece of bubble gum.	 A large, pink, stylized number '8'.	 A brown hooded jacket with two pockets.
g   o	e   t	s   j
 A silver nail.	 A white glue bottle with an orange cap.	 A black and white illustration of a goat.
e   n	p   g	g   e
 A red acoustic guitar.	 A brown horse.	 A yellow gusher toy with a black oil drop.
t   g	h   d	g   t

**Instructions:** Draw a line from the letter **Gg** on the blue square.



**Instructions:** Write the first letter of each picture.



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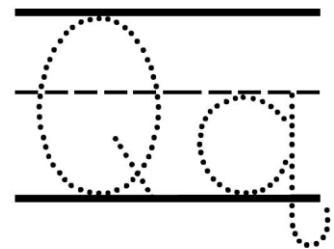
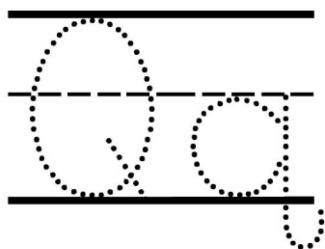
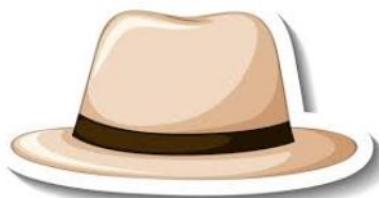
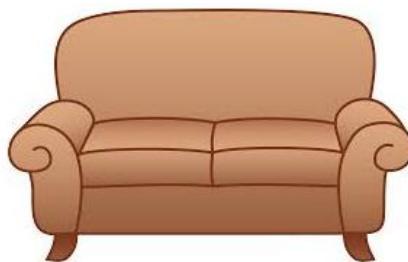


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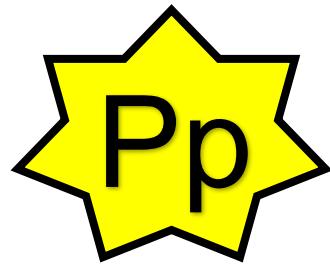
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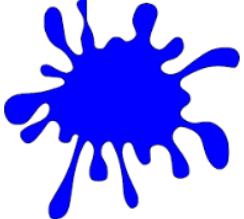
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**Instructions:** Circle the picture with the beginning sound of the letter **Qq**.

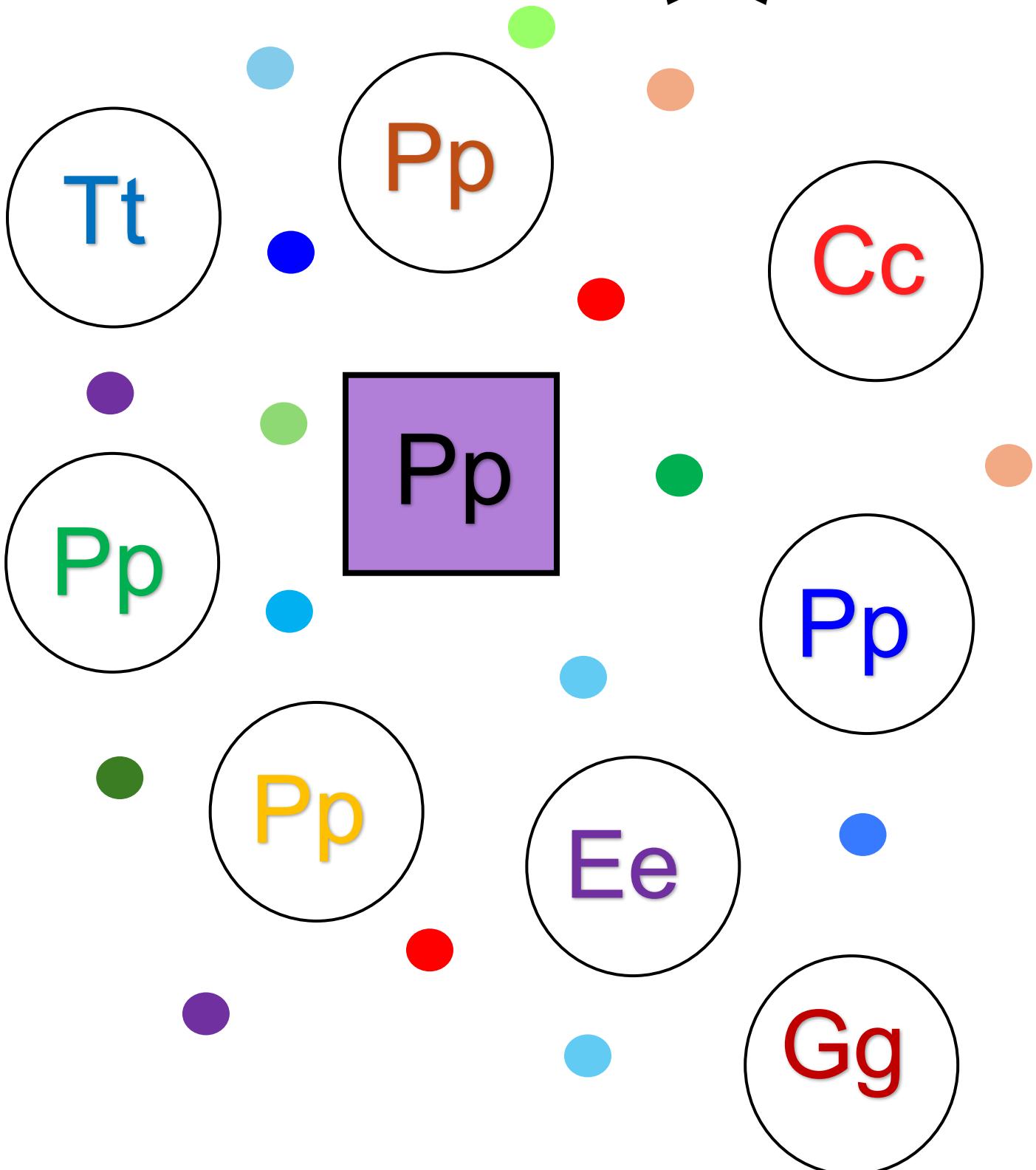


**Instructions:** Circle the letter that each picture starts with **Pp**.

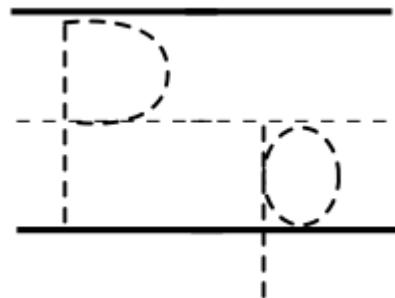
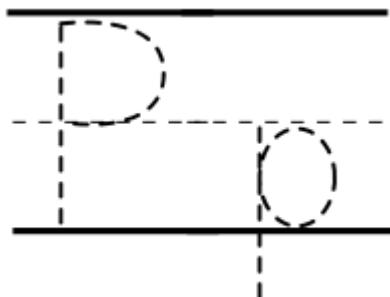
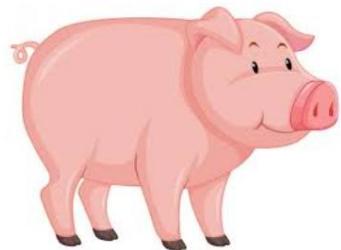
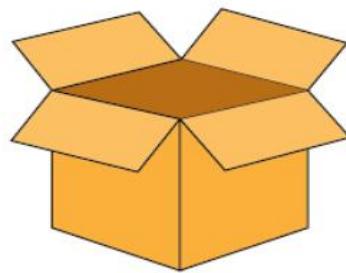
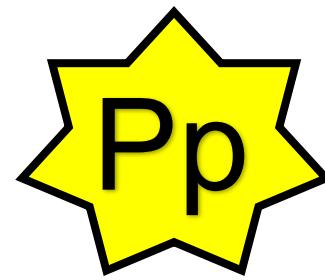


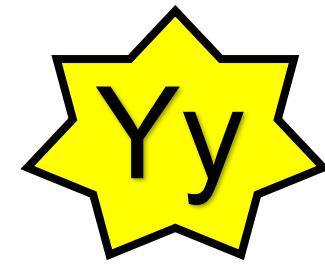
 A blue paint splatter with several droplets of varying sizes. g b	 A yellow crescent moon with three small yellow stars above it. m t	 An orange pumpkin with a green stem and a small brown vine. s p
 A silver pot with a black handle and a clear glass lid.	 An orange pencil with a pink eraser.	 A simple wooden chair with a slatted backrest.
 A pink flower with a yellow center and green leaves.	 A yellow pineapple with green spiky leaves.	 A blue river flowing through a green landscape with trees and rocks.
 f g	 h p	 r t

**Instructions:** Draw a line from the letter **Pp** to the purple square.



**Instructions:** Circle the picture with the beginning sound of the letter **Pp**.





**Instructions:** Write the first letter of each picture.



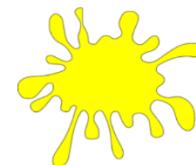
Yy



Yy



Yy



Yy



Yy



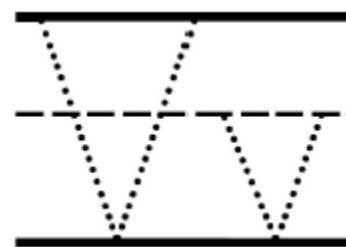
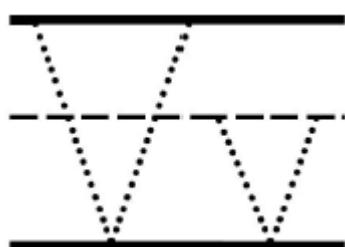
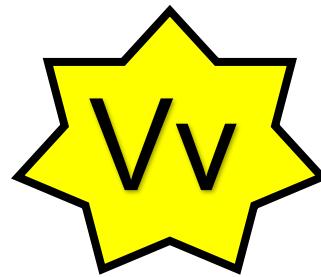
Yy

**Instructions:** Circle the letter that each picture starts with **Zz**.



An illustration of a human ear, pinkish-brown in color.	An illustration of a modern passenger train with orange and red carriages.	An illustration of a blue and black bicycle.
n    b	m    t	b    p
An illustration of a brown zipper with metal teeth.	An illustration of a fluffy, white cloud.	An illustration of a sandwich cut into two triangular halves.
z    n	c    g	q    e
A large, pink, outlined number '0'.	An illustration of a whole orange and a half-sliced orange showing its segments.	An illustration of a zebra standing and facing left.
f    z	o    p	z    t

**Instructions:** Circle the picture with the beginning sound of the letter **Vv**.



**Instructions:** Look at each picture and the first letter of its name. Decide if the letter is a **vowel** or a **consonant**. Then, color the letter **red** if it's a consonant, and **blue** if it's a vowel.

Picture	Word	First Letter	Vowel or Consonant?
 <b>apple</b>	apple	a	
 <b>cat</b>	cat	c	
 <b>dog</b>	dog	d	
 <b>butterfly</b>	butterfly	b	
 <b>eagle</b>	eagle	e	
 <b>frog</b>	frog	f	
 <b>unicorn</b>	unicorn	u	
 <b>bee</b>	bee	b	
 <b>snake</b>	snake	s	
 <b>elephant</b>	elephant	e	

# Print Awareness Activities

## Learning Letter Names

These activities build foundational reading skills in a fun and engaging way:

### 1. Alphabet Scavenger Hunt

**Skills:** Letter recognition, print awareness

**How to Play:**

- Give students a worksheet or clipboard with the alphabet listed.
- Have them find objects, labels, or signs around the classroom or school that start with each letter.
- They write or draw what they find next to the corresponding letter.

### 2. Word Wall Building

**Skills:** letter-sound correspondence

**How to Play:**

- Introduce 3–5 new high-frequency or phonics-based words each week.
- Add them to a classroom “Word Wall.”
- Use them in mini games like “Find the word that starts with /sh/” or “Point to the word that rhymes with ‘cat.’”

### 3. Sound Sorting

**Skills:** Phonemic awareness, beginning sounds

**How to Play:**

- Provide students with picture cards.
- Have them sort cards based on beginning sounds (e.g., all words that start with /b/ go in one pile).
- You can also do this with middle or ending sounds for more advanced learners.

#### **4. Read the Room**

**Skills:** Print awareness, word recognition

**How to Play:**

- Place simple CVC or phonics pattern words around the room on sticky notes or cards.
- Give students clipboards and a recording sheet.
- They walk around and read each word, writing it down under the correct category (e.g., short a, short e).

#### **5. "I Spy" with Beginning Sounds**

**Skills:** Letter-sound matching, listening

**How to Play:**

- Say: "I spy something that begins with the /m/ sound."
- Students look around and guess the object.
- You can extend the game to include ending sounds or blends.

# Skill Assessment

Print your name

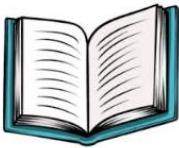
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## A. Sound and letter association

**Instruction:** Circle the letter of the beginning sound.

1.		d f c
2.		g l b
3.		c h r
4.		b g f

B. Decoding CVC words

**Instructions:** Underline the word that names each picture.

Initial consonants

5. big bug ba		6. mat man map	
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7. cat can cup		8. dad dog dig	
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C. Sequence and print awareness

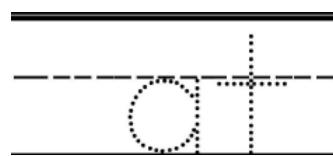
**Instruction:** Circle the letter that comes next.

9. A	P	B	T
10. m	c	n	u
11. T	S	Y	H
12. g	e	h	w
13. F	v	M	G

#### D. Sound and Letter Association

**Instruction:** Circle and write the letter that each picture starts with.

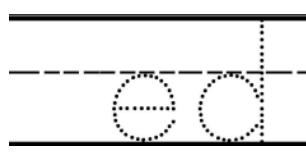
14.



d	o	b
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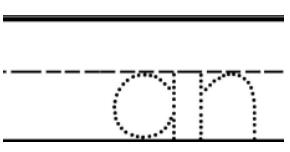
15.



f	b	m
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16.



w	t	f
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17.



k	t	r
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## **Answer Key**

Skill Assessment..... page 72 -74.

A. Sound and letter association

1. C

2. B

3. C

4. F

B. Decoding CVC words

5. bug

6. man

7. can

8. dog

C. Sequence and print awareness

9. B

10. n

11. S

12. H

13. G

D. Sound and Letter Association

14. bat

15. bed

16. fan

17. ten

*¡Con salud  
emocional,  
aprendo mejor!*



DEPARTMENT OF  
**EDUCATION**  
GOVERNMENT OF PUERTO RICO