



DEPARTMENT OF

# EDUCATION

GOVERNMENT OF PUERTO RICO

## English Program

# Foundational Skills Toolkits

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

Volume 2



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### **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.

## TABLE OF CONTENTS

<b>MESSAGE FROM THE SECRETARY .....</b>	5
<b>MESSAGE FROM THE UNDERSECRETARY .....</b>	6
<b>BOARD OF DIRECTORS .....</b>	7
<b>ABOUT THIS TOOLKIT .....</b>	8
<b>INTRODUCTION .....</b>	9
<b>OBJECTIVE .....</b>	9
<b>ACTIVITIES .....</b>	11



## MESSAGE FROM THE SECRETARY



DEPARTMENT OF

# EDUCATION

GOVERNMENT OF PUERTO RICO

**SECRETARY OFFICE**

Eliezer Ramos Parés, Esq. | Secretary | [ramospr@de.pr.gov](mailto: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](mailto: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.

  
Dr. Beverly Morro Vega  
Undersecretary

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Operations Manager of  
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## 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.2.1 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1.FS.2.1a – Recognize and match rhyming words, including nonsense words.
- 1.FS.2.1c – Manipulate sounds and words in shared, guided, and independent activities, such as singing, chanting, or participating in finger plays.
- 1.FS.2.1d – Distinguish long from short vowel sounds in spoken monosyllabic words.
- 1.FS.2.1f – Isolate and pronounce initial, medial vowel, and final sounds
- 2.FS.2.1 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 2.FS.2.1a – Recognize, match, and produce rhyming words, including nonsense words.

- 2.FS.2.1c – Manipulate sounds and words in shared, guided, and independent activities, such as singing, chanting, or participating in finger plays.
- 2.FS.2.1d – Distinguish long from short vowel sounds in spoken monosyllabic words.
- 2.FS.2.1f – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.

•



# 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

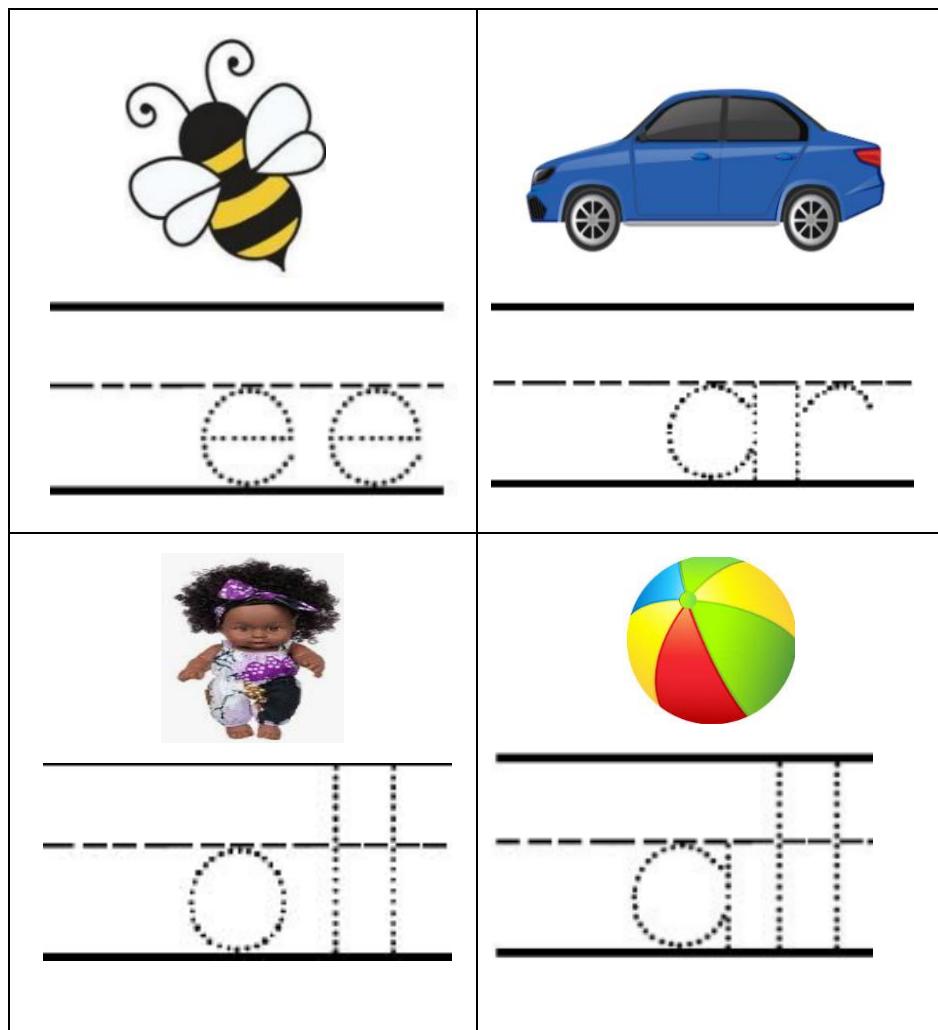
Z for Zoo, Z for Zebra



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

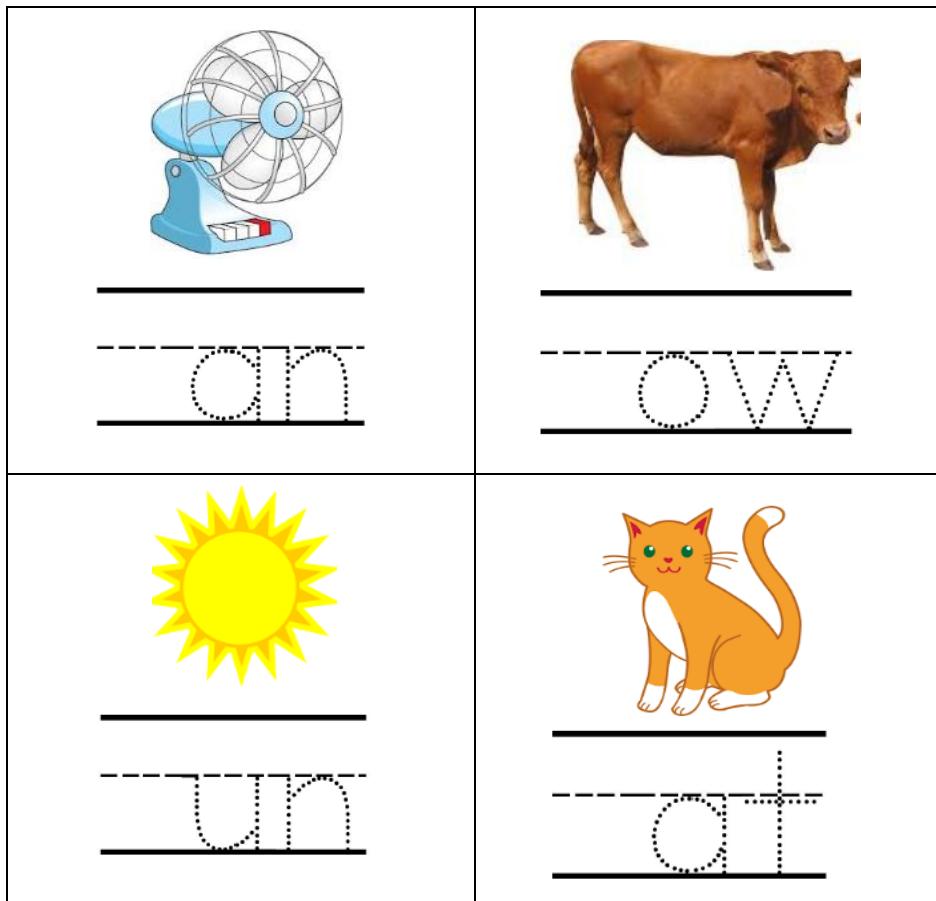
## Identify individual sounds in words

**Instruction:** Students: Say the name of each picture. What sound do you hear at the beginning of the word? Write that letter to complete the word.



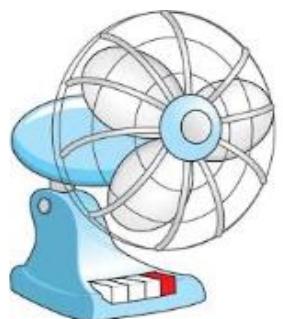
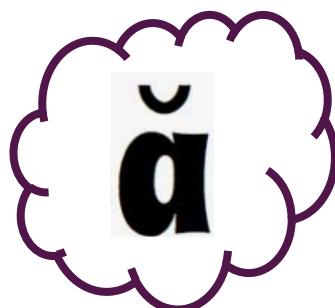
## Identify individual sounds in words

**Instruction:** Students: Say the name of each picture. What sound do you hear at the beginning of the word? Write that letter to complete the word.



## Short Vowels

**Instruction:** Say the name of each picture and connect the picture with the short a sound



**Instruction:** Look at the picture below and say each picture's name. Then write a short letter a sound to complete each of the words.



C P



B T

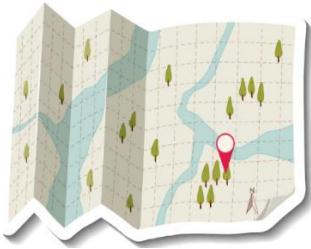


C T



L amp

**Instruction:** Say the name of the picture, Circle and write the short a word the names it.



mat  
cat  
man



fan  
man  
fat



gas  
flag  
flat



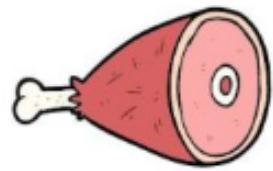
cap  
bag  
hat

**Instruction:** Say the name of each picture, Circle under the word that matches the picture.



man

can



cap

ham



mad

van



nap

can

**Instruction:** Read the short passage and circle all the words with the same ending sound as **rat**.

## The Cat and the Bat

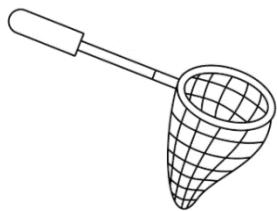
The cat sat on the mat.

The bat saw the cat.

The bat sat on the mat, too.



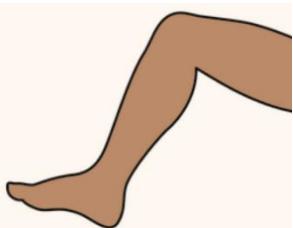
**Instruction:** Say the name of the picture, Circle and write the short a word the names it.



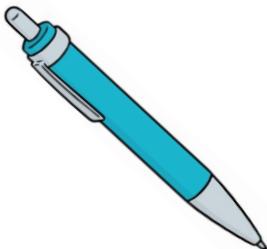
set  
met  
net



hen  
bed  
fed



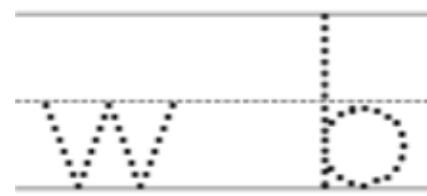
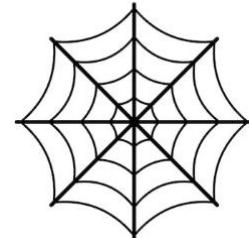
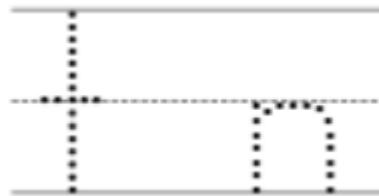
yet  
jet  
leg



pen  
wet  
net

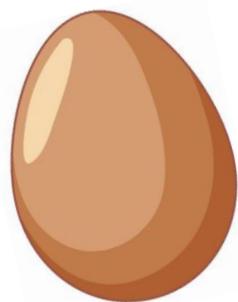
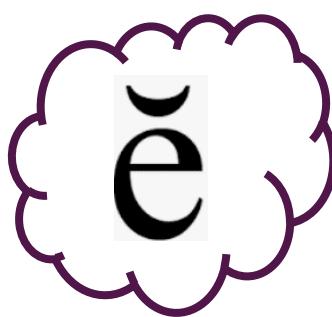
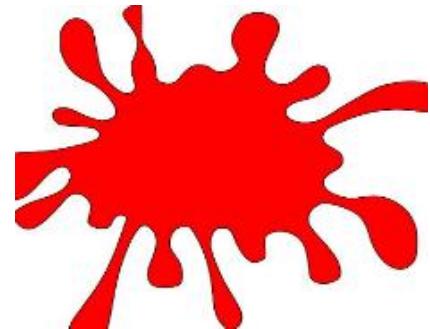
**Instruction:** Look at the picture below and say each picture's name. Then write a short letter a sound to complete each of the words.

10



## Short Vowels

**Instruction:** Say the name of each picture and connect the picture with the short a sound



**Instruction:** Read the short passage and circle all the words with the same ending sound as **ten**.

## The Hen

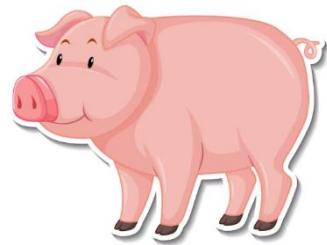
The hen has a pen.

The pen is red.

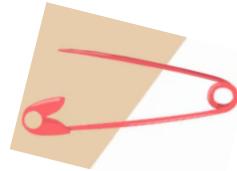
The pen is on the bed.



**Instruction:** Look at the picture below and say each picture's name. Then write a short letter a sound to complete each of the words.



p g



p t

6

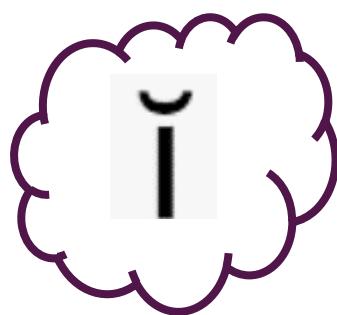
s x



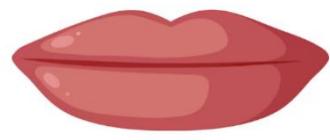
b b

## Short Vowels

**Instruction:** Say the name of each picture and connect the picture with the short a sound



**Instruction:** Say the name of each picture, Circle under the word that matches the picture.



lip

kit



fin

bin



hit

dig



zip

tin

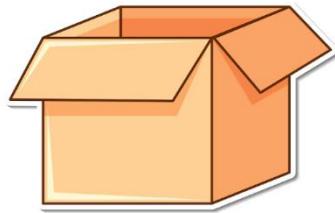
**Instruction:** Look at the picture below and say each picture's name. Then write a short letter a sound to complete each of the words.



d g



m p



b x



p t

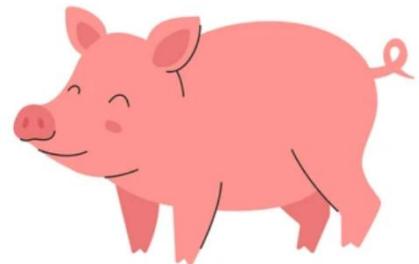
**Instruction:** Read the short passage and circle all the words with the same ending sound as **ten**.

## The Pink Pig

The pink pig has a bib.

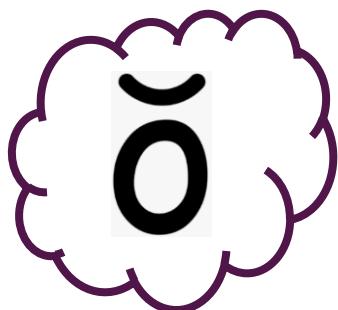
The bib has a pin.

The pink pig likes ships.



## Short Vowels

**Instruction:** Say the name of each picture and connect the picture with the short o sound



**Instruction:** Say the name of each picture, Circle under the word that matches the picture.



pot

not



hop

fox



top

cop



dot

pot

**Instruction:** Read the short passage and circle all the words with the same ending sound as sox.

## The Dog

The dog lives in a box.

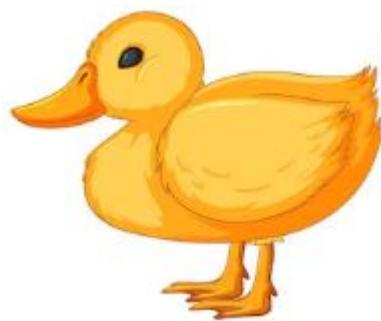
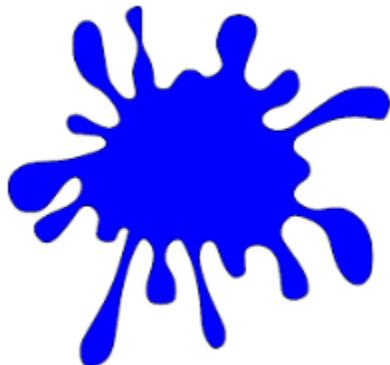
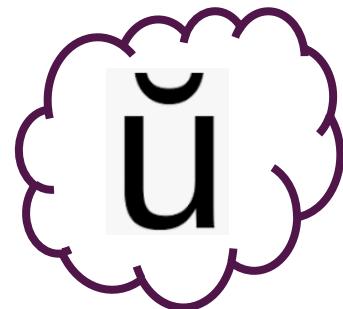
The dog has a toy.

The dog plays with the fox.



## Short Vowels

**Instruction:** Say the name of each picture and connect the picture with the short u sound



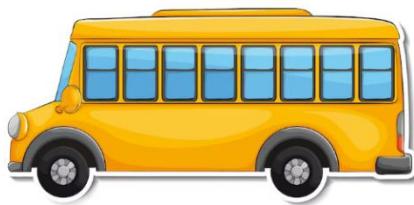
**Instruction:** Look at the picture below and say each picture's name. Then write a short letter a sound to complete each of the words.



g m



c p



b s



r g

**Instruction:** Say the name of each picture, Circle under the word that matches the picture.



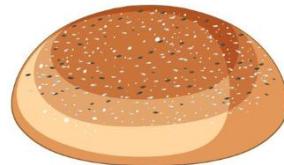
hug

tub



tub

bug



bun

jug



sun

run

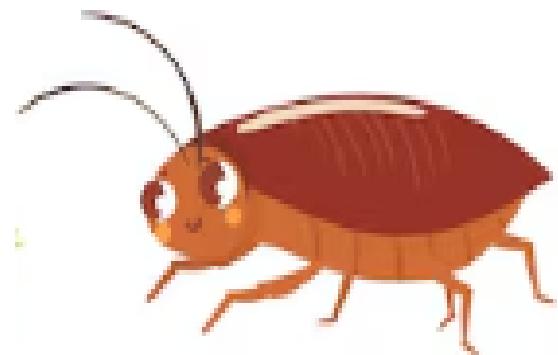
**Instruction:** Read the short passage and circle all the words with the same ending sound as sun.

## The Bug

The bug has a tub.

The bug likes to run.

The bug eats a bun.



**Instruction:** Blend sounds together to make a word. Students trace the word, tap on each sound of the letter and say the word.

Trace it

Tap it

Say it

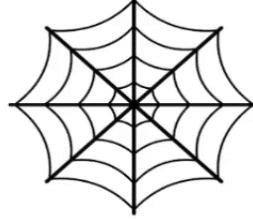
<p>ant</p>	<table border="1"><tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr></table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
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<p>bus</p>	<table border="1"><tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr></table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
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<p>car</p>	<table border="1"><tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr></table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
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<p>mop</p>	<table border="1"><tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr></table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>			

**Instruction:** Blend sounds together to make a word. Students trace the word, tap on each sound of the letter and say the word.

Trace it

Tap it

Say it

<b>bed</b>	<input type="text"/> <input type="text"/> <input type="text"/>	
<b>web</b>	<input type="text"/> <input type="text"/> <input type="text"/>	
<b>saw</b>	<input type="text"/> <input type="text"/> <input type="text"/>	
<b>cap</b>	<input type="text"/> <input type="text"/> <input type="text"/>	

**Instruction:** Blend sounds together to make a word. Students trace the word, tap on each sound of the letter and say the word.

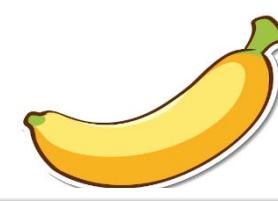
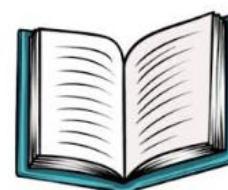
Trace it

Tap it

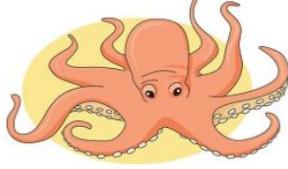
Say it

hat	<input type="text"/> <input type="text"/> <input type="text"/>	
egg	<input type="text"/> <input type="text"/> <input type="text"/>	
tie	<input type="text"/> <input type="text"/> <input type="text"/>	
pot	<input type="text"/> <input type="text"/> <input type="text"/>	

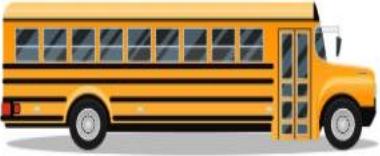
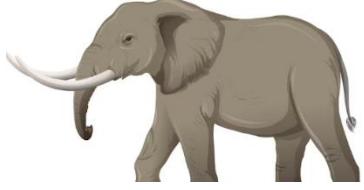
**Instruction:** Trace the word. Say the word. Count the syllables and color one circle for each syllable.

  <b>SUN</b>	  <b>banana</b>
<b>1</b> <b>2</b> <b>3</b>	<b>1</b> <b>2</b> <b>3</b>
  <b>book</b>	  <b>airplane</b>
<b>1</b> <b>2</b> <b>3</b>	<b>1</b> <b>2</b> <b>3</b>

**Instruction:** Trace the word. Say the word. Count the syllables and color one circle for each syllable.

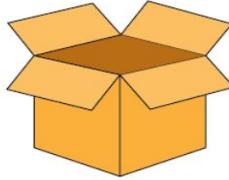
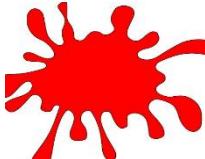
	
<p>rooster</p> <p>Tracing lines: solid top and bottom, dashed middle.</p>	<p>apple</p> <p>Tracing lines: solid top and bottom, dashed middle.</p>
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	
<p>ball</p> <p>Tracing lines: solid top and bottom, dashed middle.</p>	<p>octopus</p> <p>Tracing lines: solid top and bottom, dashed middle.</p>
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

**Instruction:** Trace the word. Say the word. Count the syllables and color one circle for each syllable.

  <u>lemon</u>	  <u>bus</u>
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
  <u>window</u>	  <u>elephant</u>
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

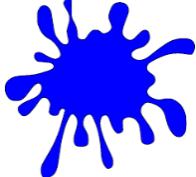
## Rhyming Words Match

**Instruction:** Circle on picture in each row that rhymes with the first one in the box.

			
hat	vase	bat	box
			
bed	red	onion	door
			
cap	duck	rope	map
			
fan	drum	shoe	can

## Rhyming Words Match

**Instruction:** Circle on picture in each row that rhymes with the first one in the box.

	 		
car	rug	star	sofa
			
hen	ham	glass	pen
			
glue	blue	owl	gum
			
dog	frog	cloud	sad

# 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.

# Phonological Awareness Activities

## 1. Listening & Rhyme Awareness

### A. Rhyme Recognition

- Say three words: *cat – hat – tree*. Ask: “Which two rhyme?”
- Use picture cards to match rhyming pairs.

### B. Rhyme Production

- Give a word (*sun*) and children think of a rhyming word.
- Play “Rhyme Time Toss”: toss a ball, child catches and gives a rhyme.

## 2. Syllable Awareness

### A. Clap the Syllables

- Clap, tap, or drum the beats in names: *Jen-ni-fer* (3 claps)
- Use movement: jump for each syllable.

### B. Syllable Sorting

- Have picture cards and sort by 1, 2, 3, or 4 syllables.

## 3. Onset–Rime Blending

### A. Blend the Parts

- Teacher says: /c/ ... /at/
- Students say: “cat!”

### B. Onset–Rime Puzzles

- Use word family puzzles (e.g., **c + at**, **m + at**, **h + at**).

## **4. Phoneme Awareness (Beginning, Middle, End Sounds)**

### **A. Same Beginning Sound**

- Show pictures: *ball, banana, dog*. Ask which begin with /b/.

### **B. I Spy: Sound Edition**

- “I spy something that begins with /s/.”

### **C. Final Sound Hunt**

- Hold up objects and children identify the ending sound (*bus* → /s/).

## **5. Phoneme Blending**

### **A. Robot Talk**

- Teacher: “/s/ – /u/ – /n/”
- Students blend: “sun!”

### **B. Sound Hop**

- Put sound cards on the floor. Kids step on each as they say it, then blend the word.

*¡Con salud  
emocional,  
aprendo mejor!*



DEPARTMENT OF  
**EDUCATION**  
GOVERNMENT OF PUERTO RICO