

Second Edition

**Phonics Book**  
Pamela Bautista García

# Cambridge LittleSteps 1



Second Edition

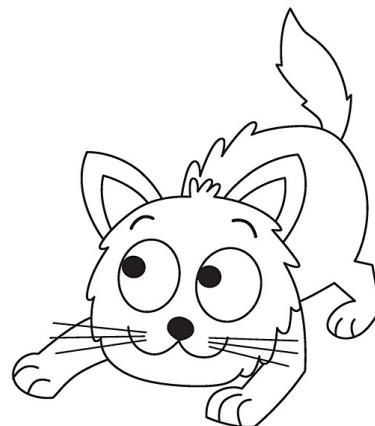
# Cambridge Little Steps 1

 CAMBRIDGE

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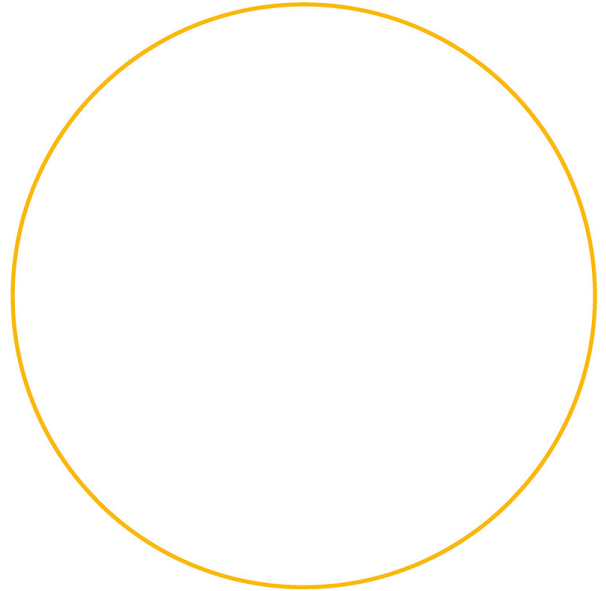
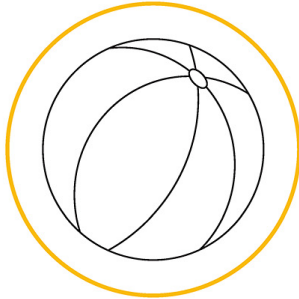
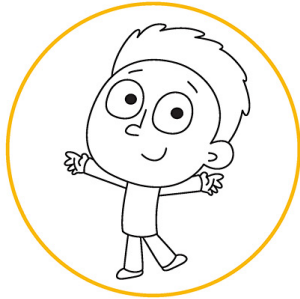
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## Letters: b, s, t

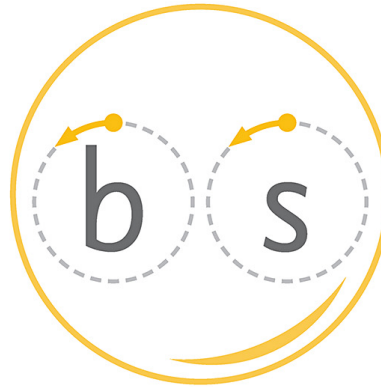
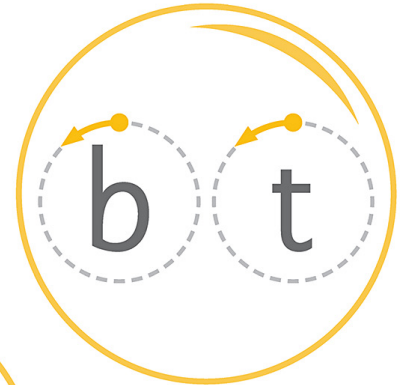
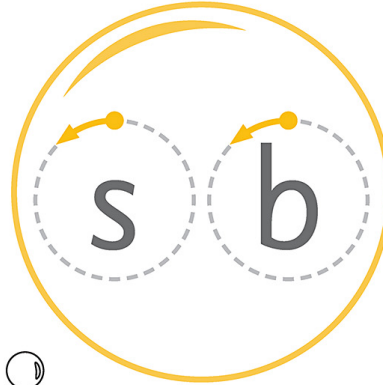
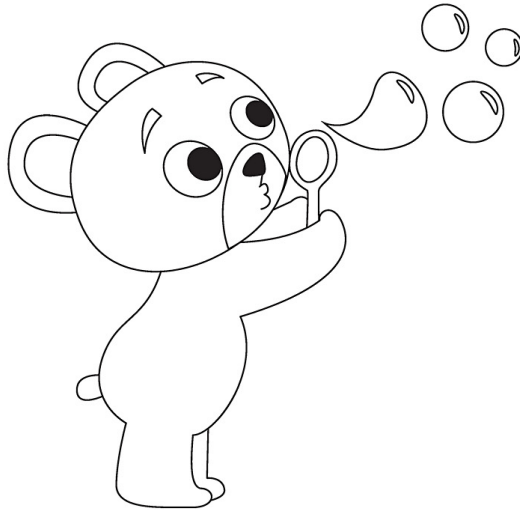
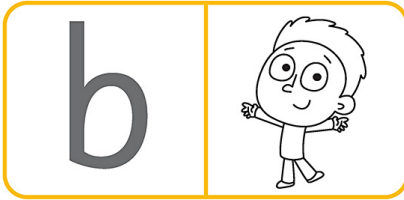
 Say.  Point.  Draw.



**Phonemic Awareness:** Show a picture, a flashcard, or realia of a boy, ball, bear, and baby. Say: *boy, b-b-b, boy*. Children repeat after you. Repeat for each word. Children open their books and repeat the names after you as they point to the pictures. Elicit familiar words that start with the /b/ sound such as *bee*, *book*, and *bag*. Then, children draw a new word that starts with /b/ in the empty circle.

**Practice:** Teach this chant: *A baby bear and a boy play ball*. Children clap every time they hear a word that starts with the /b/ sound.

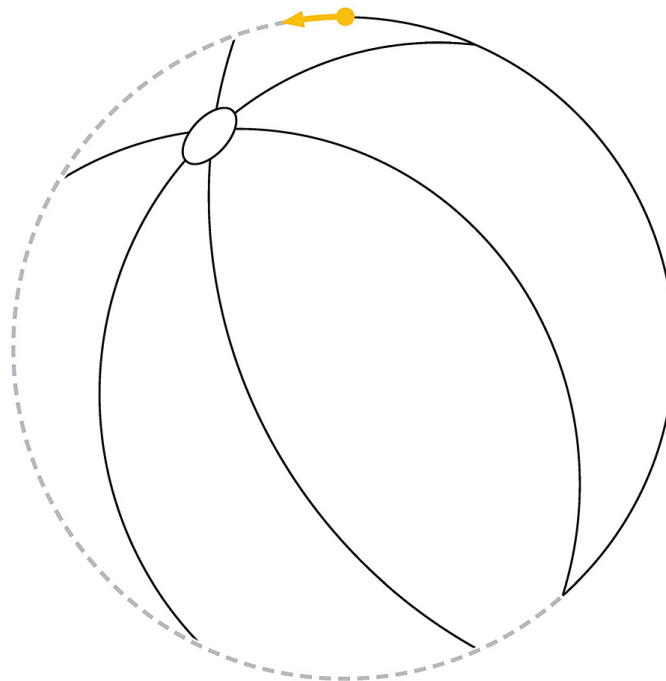
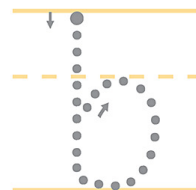
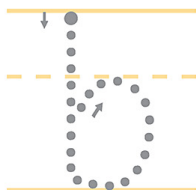
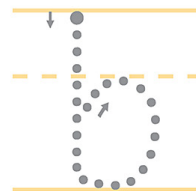
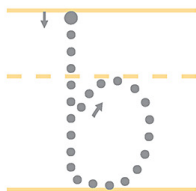
Look. Say. Circle.



**Letter Recognition:** Write the letters *s*, *t*, and *b* on the board. Say: *letter s*. Children come to the board and point to the correct letter. Repeat for the other letters. Then, they open their books and find the letter *b* and the boy at the top of the page. Have them say: *boy, b-b-b, boy*. Repeat for *bear* and *bubbles*. Say: *Look, bubbles! Can you see the letter b in the bubbles?* Children find all the letters *b* on the page and trace them with their finger. Finally, they circle all the letters *b*, as they say: *b-b-b, bubble*.

**Practice:** Display cards with different letters around the classroom. Include several letter *b* cards. Children walk to the letter *b* cards.

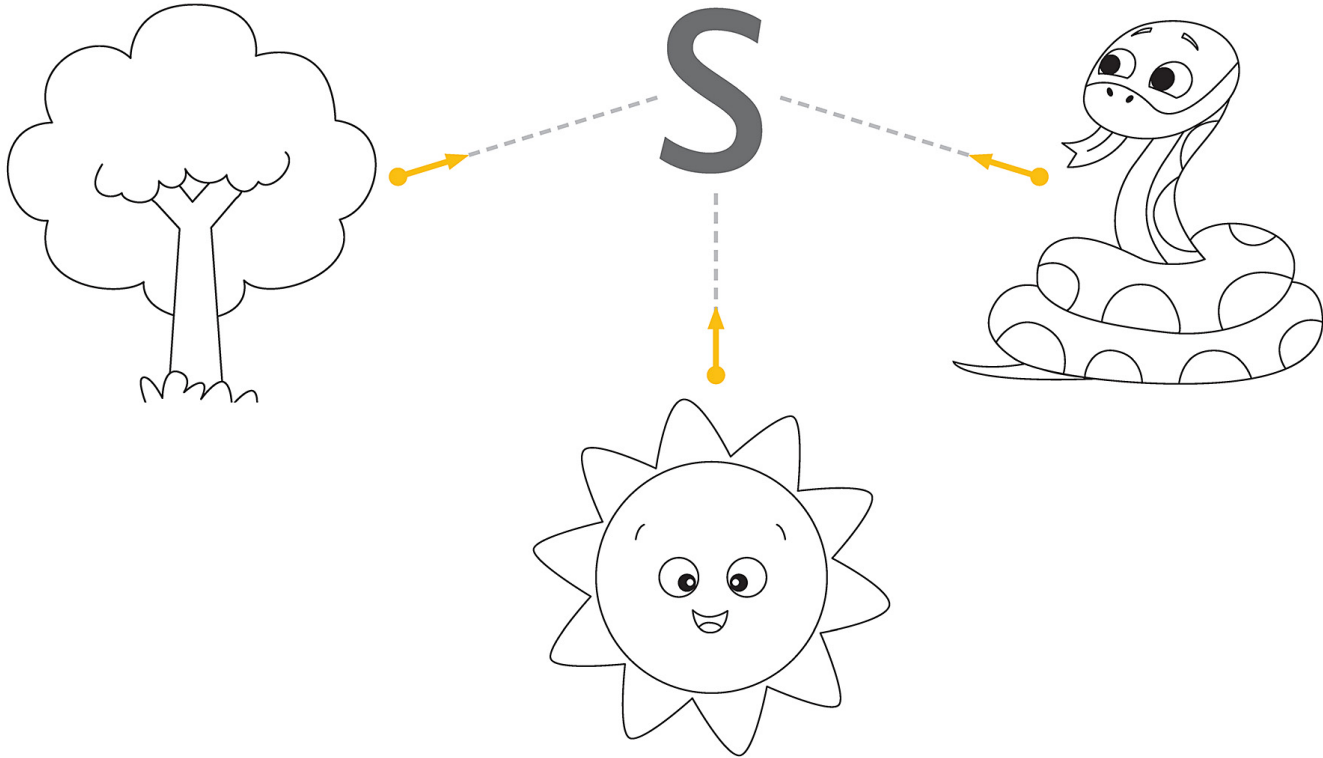
Trace. Color. Say.



**Sound to Symbol:** Children form a circle. Say: *ball, sun, boy, tree, table*. Children trace the letter *b* on each other's backs only when they hear a word that starts with the /b/ sound. Children open their books and trace the letters, first with their finger and then with a pencil. Finally, they trace the rest of the ball and color it, as they say: *b-b-b, ball*.

**Practice:** Show children how to form the letter *b* using craft sticks and pipe cleaners. Glue the letters onto blue paper and display their work.

 Say.  Point.  Match.

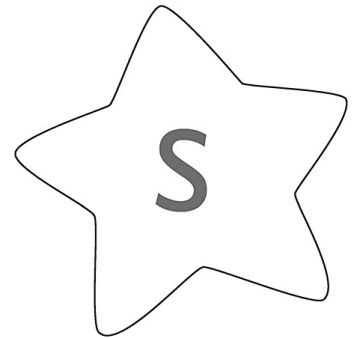
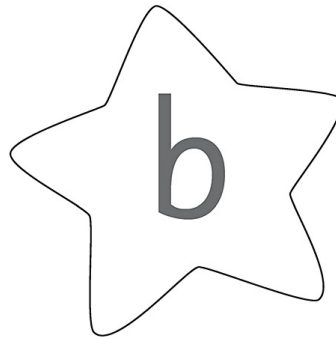
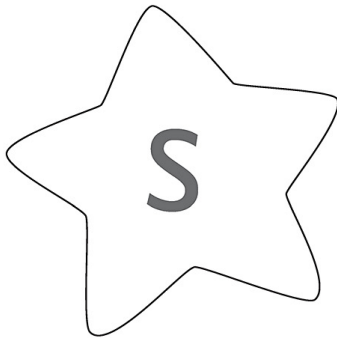
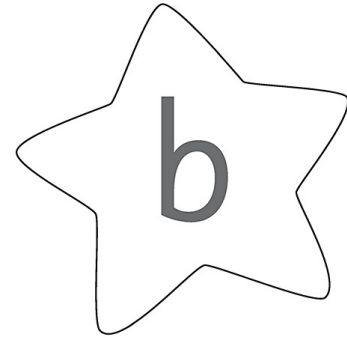
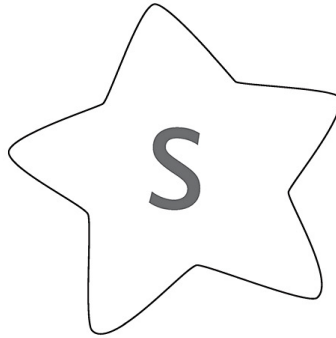
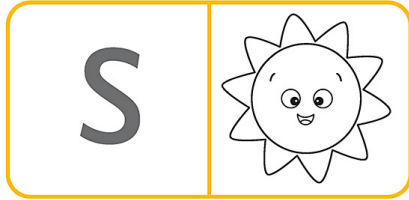


**Phonemic Awareness:** Show a picture, a flashcard, or realia of a sun, snake, and tree. Say: *sun, s-s-s, sun*. Children repeat after you. Repeat for each word. Then, children open their books and find the letter *s*. Say: *sun* and *snake*, emphasizing the /s/ sound. Then, say: *tree*, exaggerating the /t/ sound to highlight the difference. Children repeat, point to, and name the pictures. Then, they draw lines to match the pictures that start with the /s/ sound to the letter *s*.

**Practice:** Say pairs of sounds and words like these: *s-s-s / snake; t-t-t / sun; s-s-s / star; t-t-t / soup*. Children say: *same* or *different*, or *yes* or *no*.



 Say.  Point.  Color.



**Letter Recognition:** Draw a sun and a star on the board. Point to the sun and say: *sun, s-s-s, sun*. Children repeat after you. Repeat for the star. Draw a letter *s* on the board. Point to the letter and say: *letter s, s-s-s*. Children open their books and name the sun and letter *s* at the top of the page. They point to and say: *star*. Then, they find all the letters *s* on the page and trace them with their finger. Finally, they color only the stars with the letter *s*, as they say: *s-s-s, star*.

**Practice:** Show cards with different letters. Include several letter *s* cards. Children hiss when they see the letter *s*.