

Second Edition

Phonics Book
Pamela Bautista García

Cambridge LittleSteps 2



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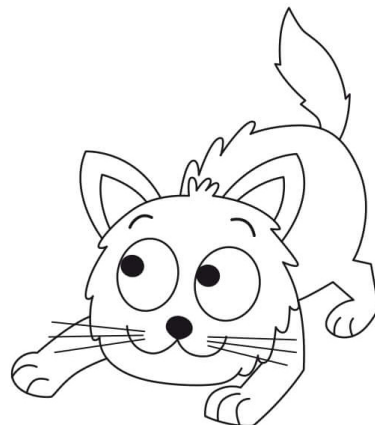
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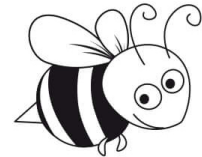
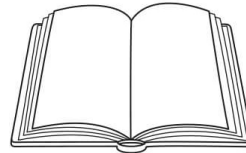
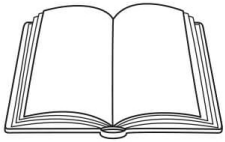


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Letters: Bb, Hh, Mm, Ss, Tt

Look.  Say.  Cross.

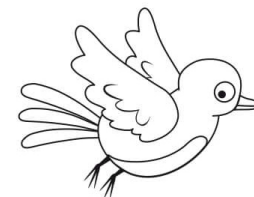
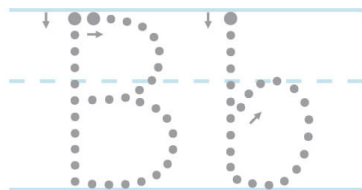
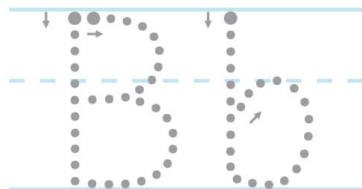
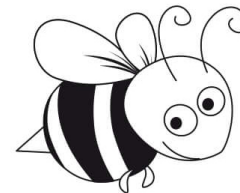
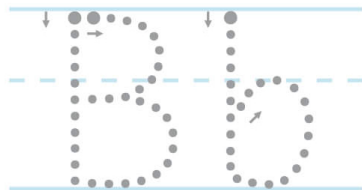
Bb



Phonemic Awareness: Point to a book and say: *book, b-b-b, book*. Children repeat after you. Repeat with a bear, bee, and bird, using flashcards, pictures, or toys. Children open their books. Say: *bear*, emphasizing the initial /b/ sound. Then, say: *mouse*, exaggerating the /m/ sound to highlight the difference. Children repeat. They name the pictures. Finally, children draw a cross over the picture that does not start with the /b/ sound.

Practice: Teach this chant: *Buzz buzz, baby bee, buzzing around me. Buzz buzz, bye bye, baby bee!* Children nod their heads when they hear a word that starts with the /b/ sound. Repeat, with children saying the words that start with /b/.

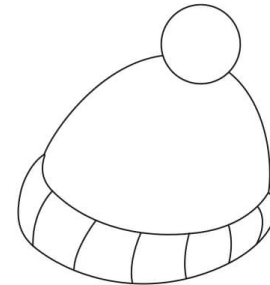
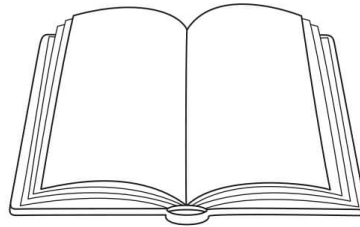
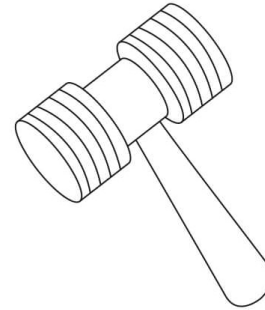
 Look.  Say.  Point.  Trace.



Sound to Symbol: Show different word cards. Children clap when they see a word starting with the letter *b*. Then, they open their books and say the letters *Bb*. Say: *bee, bear, and bird*. Children repeat and point to the corresponding pictures. They trace the letters, then trace the lines, connecting the letters *b* with the bee, bear, and bird.

Practice: Show children how to use pipe cleaners to create the letter *b*. Half of the group forms big letters *B* and the other half small letters *b*. Then, they form pairs of big and small letters.

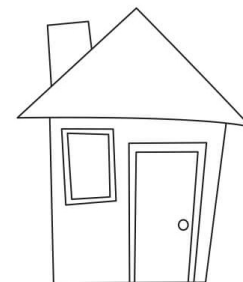
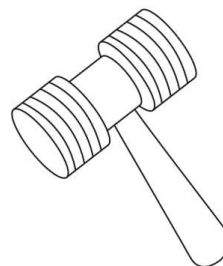
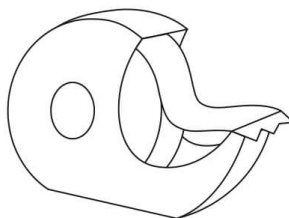
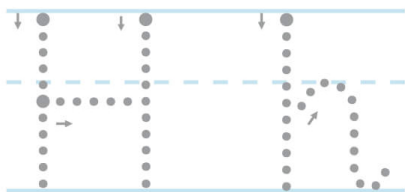
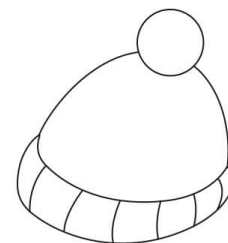
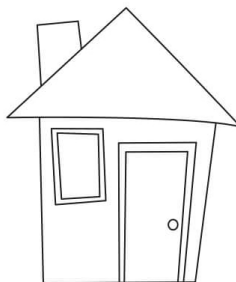
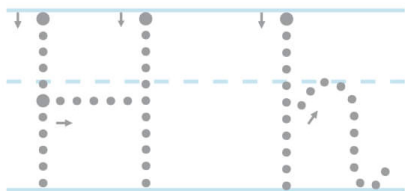
Look. Say. Mark.



Phonemic Awareness: Show a picture, a flashcard, or realia of a house, hammer, and hat (e.g., hold up a hat.) Say: *house, h-h-h, house*. Children repeat after you. Repeat for each word. Children open their books. Say: *house*, emphasizing the initial /h/ sound. Then, say: *book*, exaggerating the /b/ sound to highlight the difference. Children repeat. They name the pictures. Finally, children put a check mark in the box next to the pictures that start with the /h/ sound.

Practice: Say pairs of words like these: *mouse-house, hat-cat, hammer-hammer, hook-book*. Children say: *same or different, or yes or no*.

 Say.  Point.  Trace.  Cross.



Sound to Symbol: Write several letters *Hh* on the board. Children take turns erasing the letters with their finger. They open their books and say the letters *Hh*. Say: *house, bear, hat, tape, and hammer*. Children repeat and point to the corresponding pictures. In each row, they trace the letters *Hh* and draw a cross over the picture that does not start with the /h/ sound.

Practice: Using your finger, draw big and small letters *Hh*. Children copy by tracing the letters in the air.

Look.  Say.  Match. 



Phonemic Awareness: Show a picture, a flashcard, or realia and say: *mouse, moon, and monkey*, emphasizing the initial /m/ sound of each word. Children repeat. Then, they open their books and find the letters *Mm*. Say: *mouse*, emphasizing the /m/ sound. Then, say: *house*, exaggerating the /h/ sound to highlight the difference. Children repeat. They name the pictures. Then, they draw lines to match the pictures that start with the /m/ sound to the letters *Mm*.
Practice: Say groups of three words and children say the word that has a different initial sound: *moon-mouse-house, monkey-book-moon, teacher-mouse-monkey*.