

Second Edition

Phonics Book
Pamela Bautista García

Cambridge LittleSteps 3



CAMBRIDGE

Second Edition

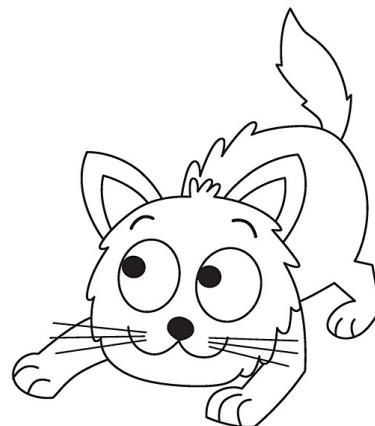
Cambridge Little Steps 3

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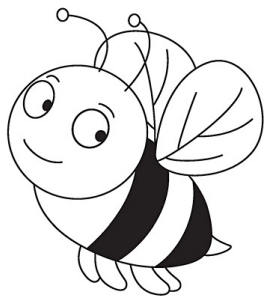
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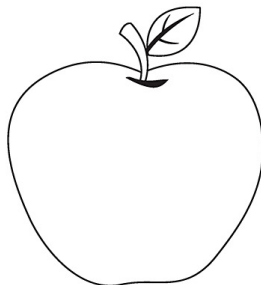
1

Alphabet Review

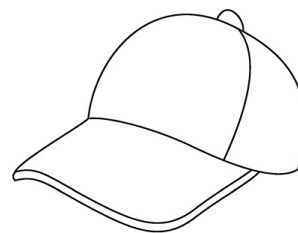
 Say.  Color.  Trace.



a b c



a b c



a b c

Aa

Bb

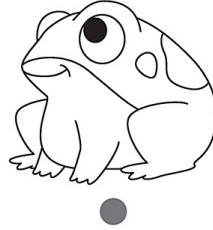
Cc

Alphabet Review: Show cards with letters *Aa*, *Bb*, and *Cc*. Say each letter and review the sound of each letter: /æ/, /b/, and /k/. Children repeat. Show a picture, a flashcard, or realia of an apple, bee, and cap. Say the names, emphasizing the initial sound. Children open their books and name the pictures. They color the correct initial letter for each picture and trace all the letters at the bottom.

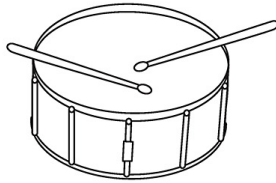
Practice: Display pictures of an apple, bee, and cap on the board. Distribute cards with letters *Aa*, *Bb*, and *Cc*. Point to the bee and move your arms like wings. Children with the letters *Bb* mimic the action. Repeat with the other pictures and appropriate actions.

 Say.  Match.  Trace.

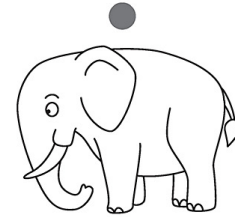
d



f



e



Dd

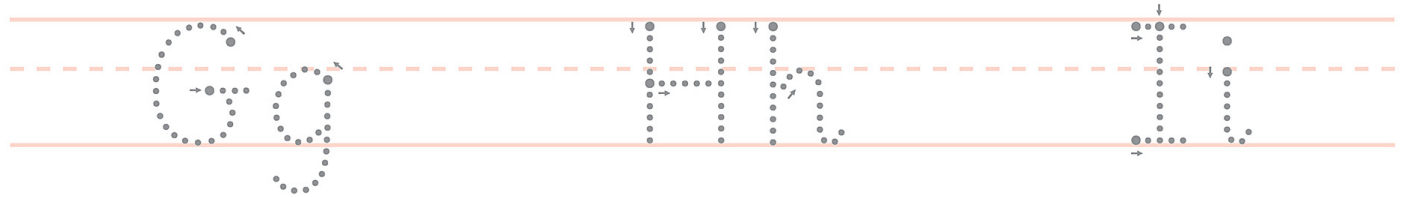
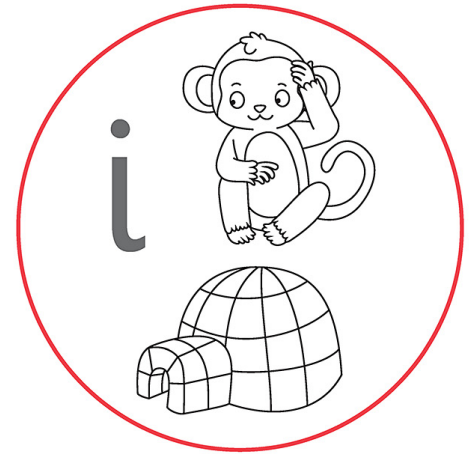
Ee

Ff

Alphabet Review: Show cards with letters *Dd*, *Ee*, and *Ff*. Say each letter and review the sound of each letter: /d/, /e/, and /f/. Children repeat. Show a picture, a flashcard, or realia of a drum, elephant, and frog. Say the names, emphasizing the initial sound. Children open their books and name the pictures. They draw a line to match the correct initial letter to each picture and trace the letters at the bottom.

Practice: Write several letters *Dd*, *Ee*, and *Ff* on the board. Children take turns drawing lines to match a big letter to a small letter, while saying the sound /d/, /e/, or /f/.

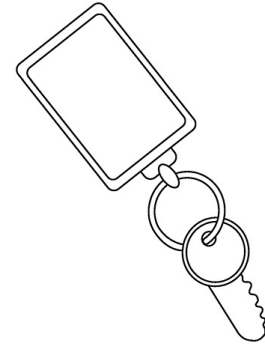
 Say.  Color.  Trace.



Alphabet Review: Show cards with letters *Gg*, *Hh*, and *Ii*. Say each letter and review the sound of each letter: /g/, /h/, and /i/. Children repeat. Show a picture, a flashcard, or realia of a star, gate, hat, dog, igloo, and monkey. Say the names, emphasizing the initial sound. Children open their books and name the pictures. They color only pictures with the corresponding initial sound in each circle. Then, they trace the letters at the bottom.

Practice: Distribute cards with letters *Aa*, *Bb*, *Cc*, *Dd*, *Ee*, *Ff*, *Gg*, *Hh*, and *Ii*. Children find the card with the big / little version of their letter and say words that start with the letter on their cards.

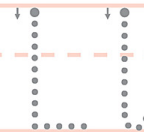
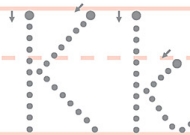
 Say.  Circle.  Trace.



j k l

j k l

j k l



Alphabet Review: Show cards with letters *Jj*, *Kk*, and *Ll*. Say each letter and review the sound of each letter: /dʒ/, /k/, and /l/. Children repeat. Show a picture, a flashcard, or realia of the concept *jump*, a leaf, and a key. Say the names, emphasizing the initial sound. Children open their books and name the pictures. They circle the correct initial letter under each picture and trace the letters at the bottom.

Practice: Say different words that start with *j*, *k*, or *l*. Children jump for the initial /dʒ/ sound, kick for the initial /k/ sound, and laugh for the initial /l/ sound. Then, show pictures of things that start with *j*, *k*, or *l*. Children say the initial sound and jump, kick, or laugh accordingly.

 Say.  Match.  Trace.

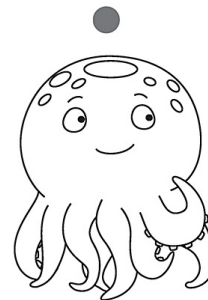
m



o



n



Mm

Nn

Oo

Alphabet Review: Show cards with letters *Mm*, *Nn*, and *Oo*. Say each letter and review the sound of each letter: /m/, /n/, and /ɒ/. Children repeat. Show a picture, a flashcard, or realia of a monkey, net, and octopus. Say the names, emphasizing the initial sound. Children open their books and name the pictures. They draw a line to match the correct initial letter to each picture and trace the letters at the bottom.

Practice: Place cards with letters *m*, *n*, and *o* around the room. When you say different words, children say the initial sound and walk toward the correct letter card.