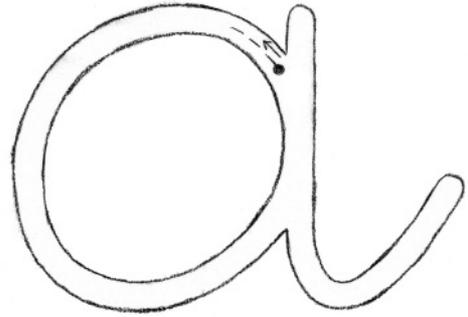
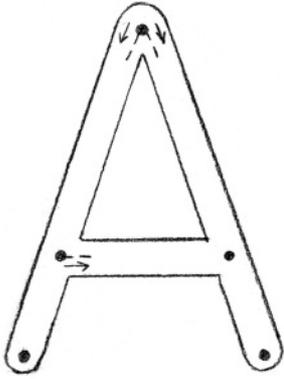


FICHAS DE LETRAS

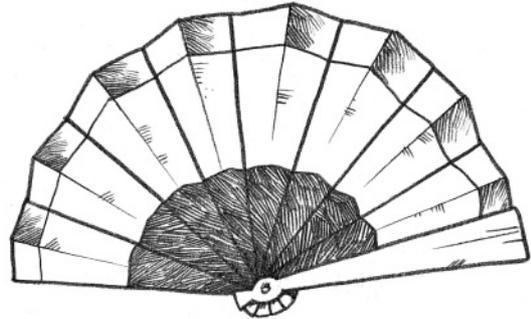
Versión cuadrícula

	<u>Págs.</u>		<u>Págs.</u>
◆ VOCALES			
– Letra a	2	– Letra r (sonido suave)	52
– Letra o	4	– Letra b	56
– Letra e	6	– Letra v	59
– Letra i	8	– Letra z	63
– Letra u	10	– Letra c (ce, ci)	67
– Letra y (sonido vocálico)	12	– Letra j	69
◆ CONSONANTES		– Letra g (ge/gi)	72
– Letra p	14	– Letra ll	75
– Letra m	16	– Letra ñ	78
– Letra l	18	– Letra y (sonido consonántico)	81
– Letra s	20	– Letra ch	84
– Letra t	23	– Letra x	87
– Letra d	26	– Letra k	90
– Letra n	29	◆ GRUPOS CONSONÁNTICOS	
– Letra f	32	– pr/pl	93
– Letra r/rr	35	– br/bl	94
– Letra h	38	– cr/cl	95
– Letra c (ca, co, cu)	41	– gr/gl	96
– Letra q	44	– fr/fl	97
– Letra g/gu	48	– tr/dr	98
		– Repaso grupos consonánticos	99

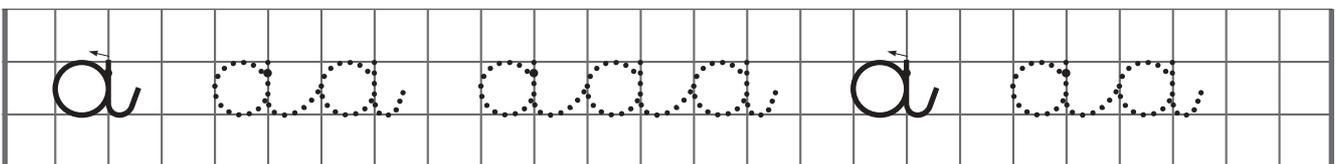
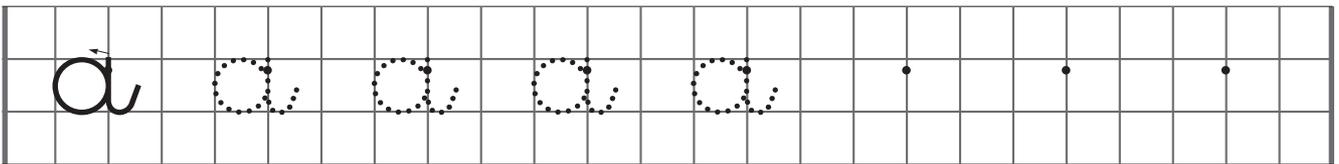
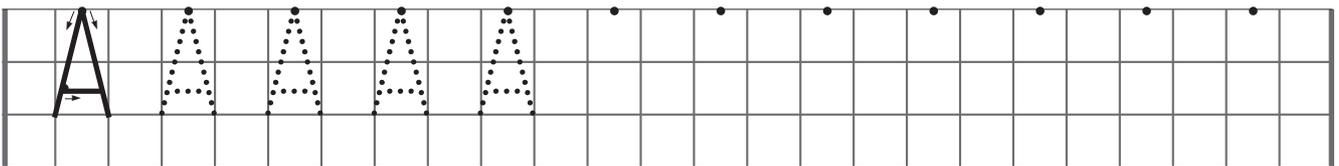
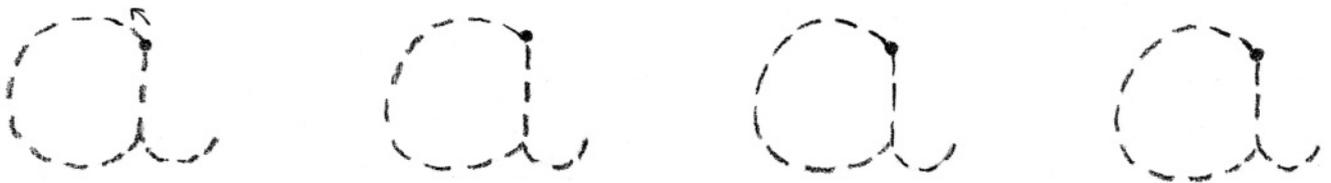
a A



Ana



abanico

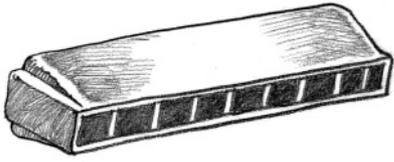


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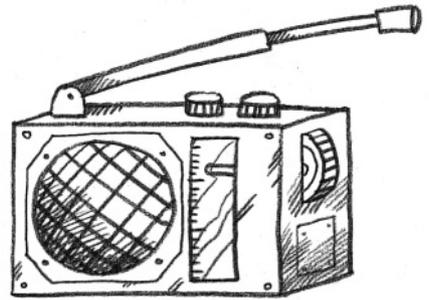
■ Escribir la grafía de la letra a, A.

■ Repasar la serie (a, aa, aaa); trabajar la correcta realización del enlace en las letras.

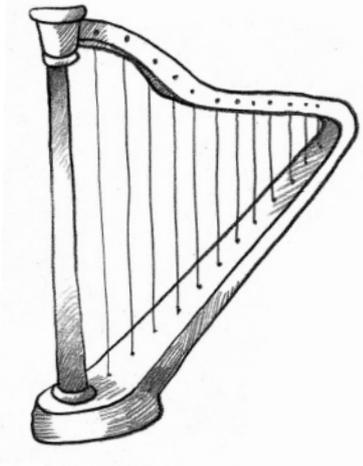
a A



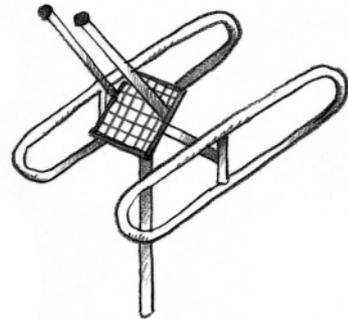
armonica



radio



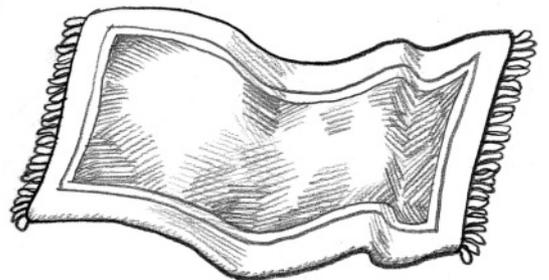
arpa



papelera



faro

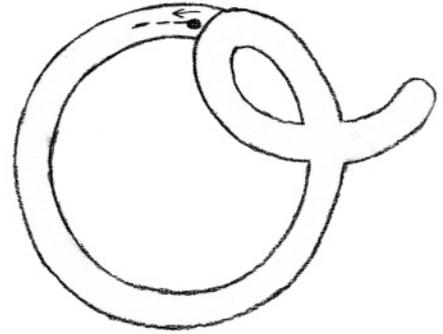
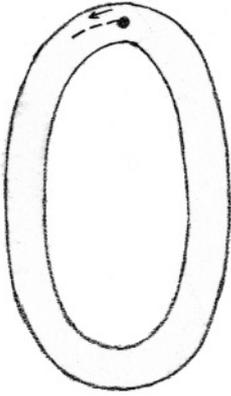


alfombra

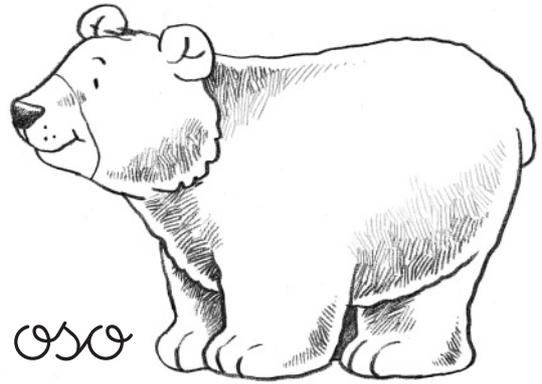
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- Completar las palabras escribiendo la letra a.
- Identificar la posición que ocupa la letra a dentro de cada palabra.
- Colorear de azul los elementos que contengan el fonema /a/ al final de la palabra.

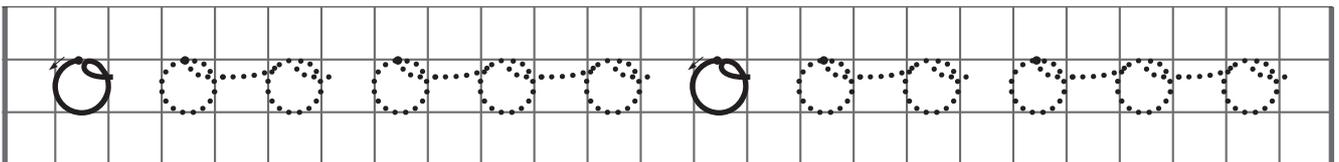
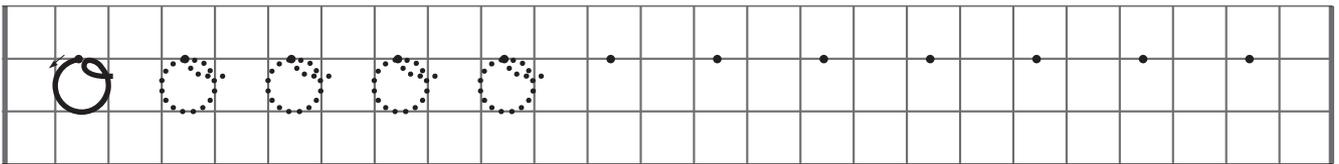
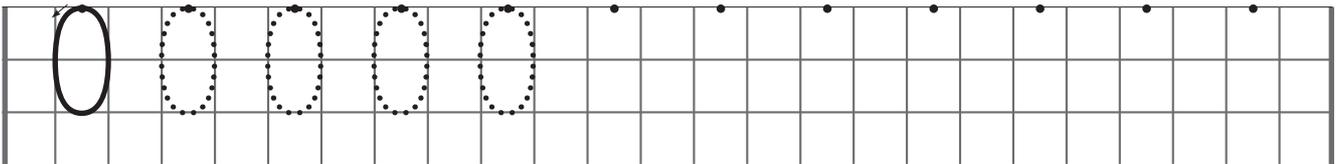
o O



Óliver



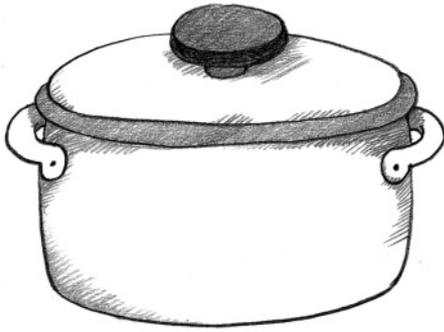
oso



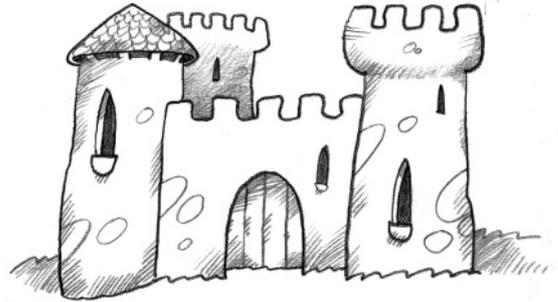
■ Escribir la grafía de la letra o, O.

■ Repasar la serie (o, oo, ooo); trabajar la correcta realización del enlace en las letras.

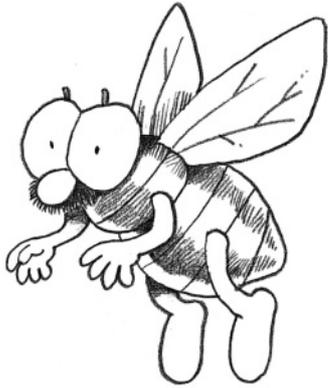
o 0



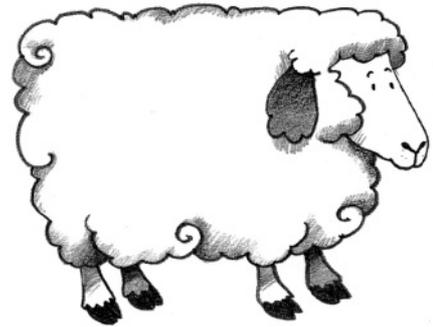
__lla



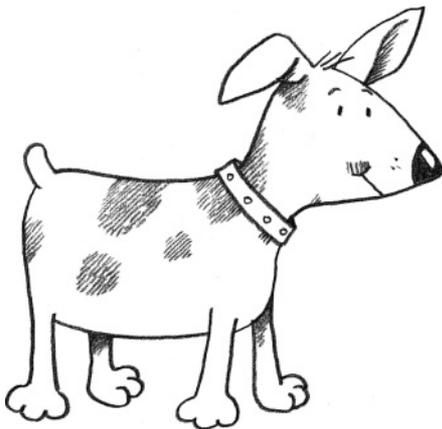
castill__



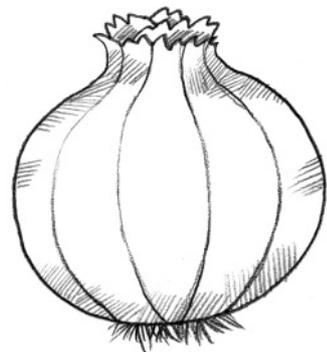
m__sca



__veja



perr__

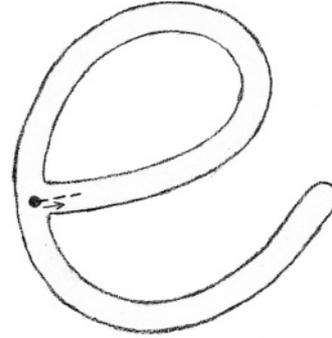
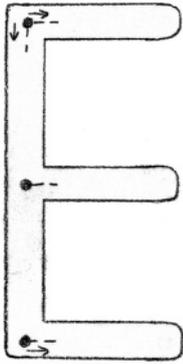


ceb__lla

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- Completar las palabras escribiendo la letra o.
- Identificar la posición que ocupa la letra o dentro de cada palabra: al principio; en medio; al final.
- Colorear de rojo los elementos que tengan la letra o al principio de la palabra.

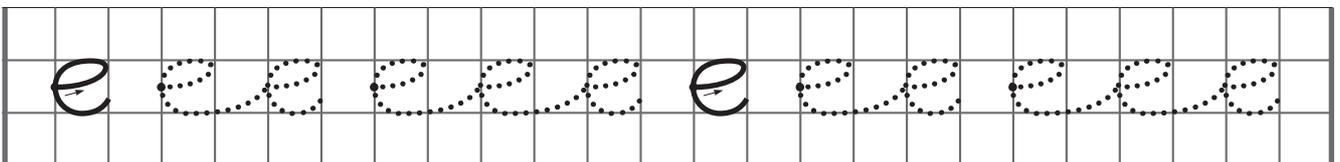
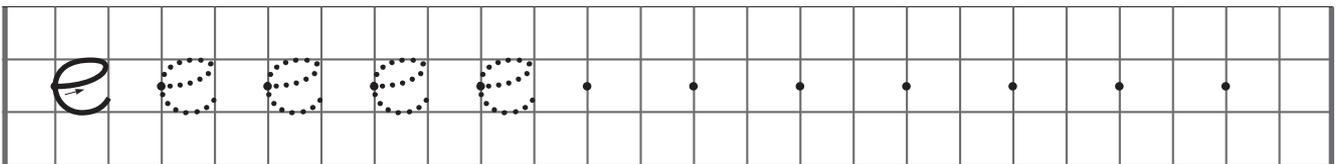
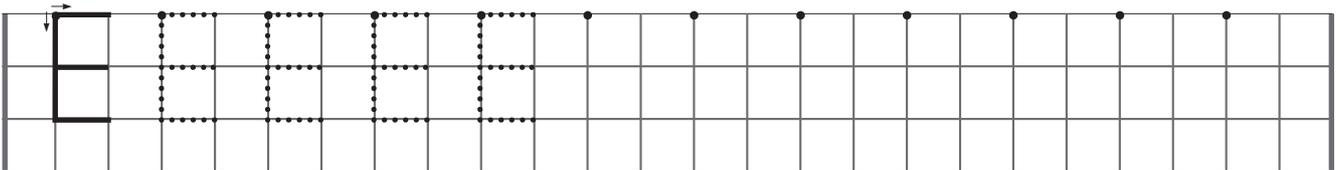
e E



Elena



elefante



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■ Escribir la grafía de la letra e, E.

■ Repasar la serie (e, ee, eee); trabajar la correcta realización del enlace en las letras.

— e E —



___nana



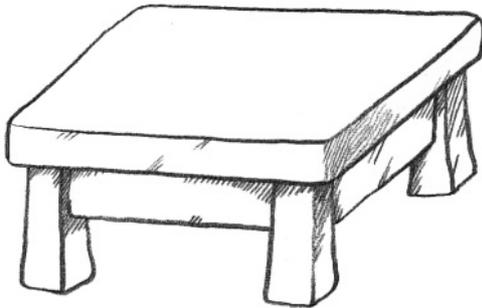
___rizo



___spigas



nube___



m___sa

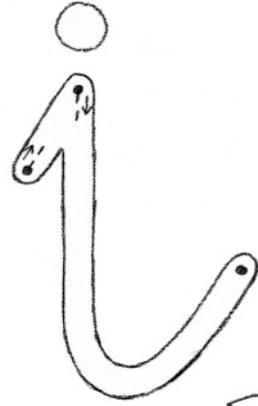


___stufa

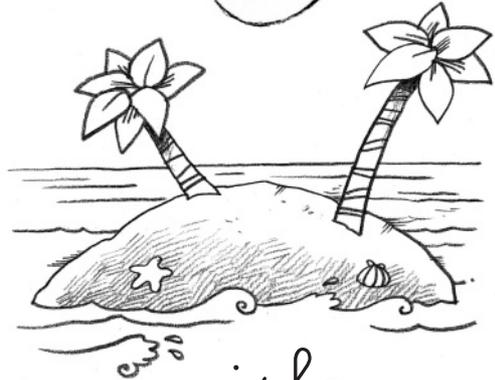
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- Completar las palabras escribiendo la grafía de la letra e.
- Nombrar los elementos dando una palmada por cada sílaba; unir mediante una línea los que tienen tres «palmadas».
- Preguntar: ¿Qué tienen en común los elementos que hemos unido? (empiezan por el fonema /e/).

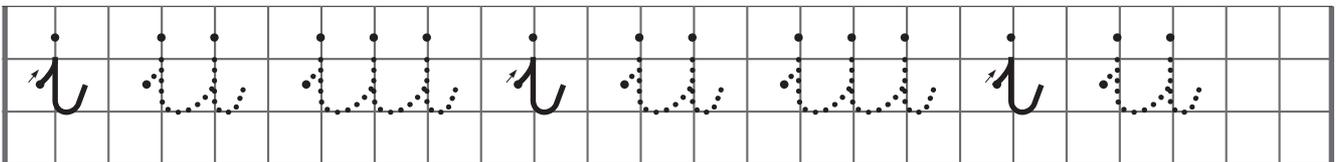
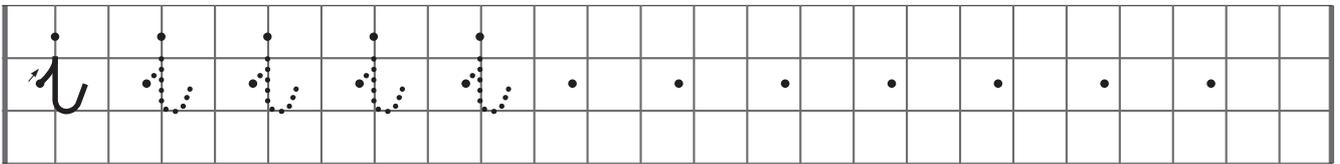
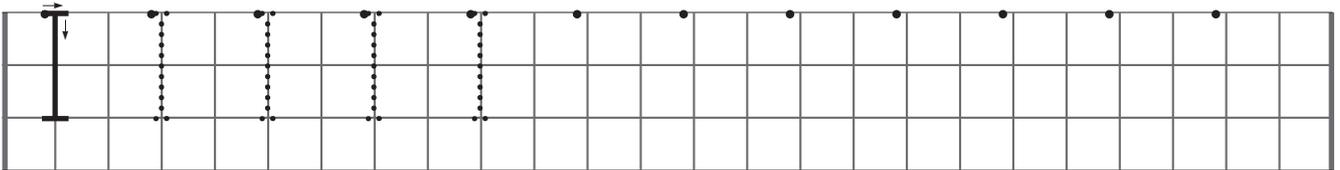
— i I —



Inés



isla



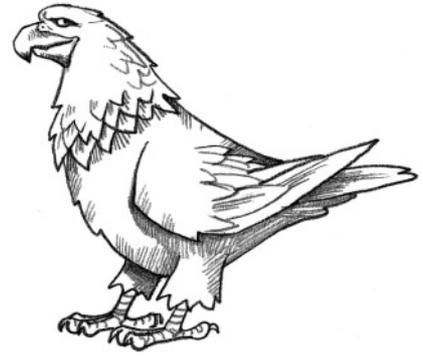
■ Escribir la grafía de la letra *i*, *I*.

■ Repasar la serie (*i*, *ii*, *iii*); trabajar la correcta realización del enlace en las letras.

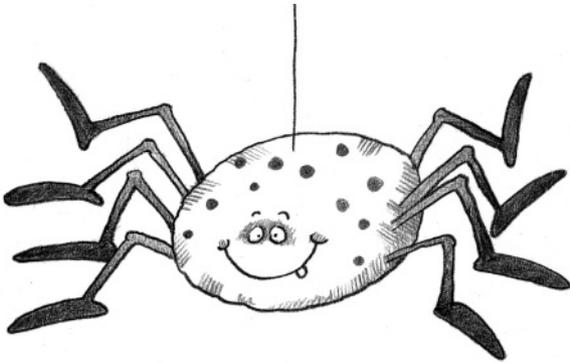
— i I —



___ndio



___guila



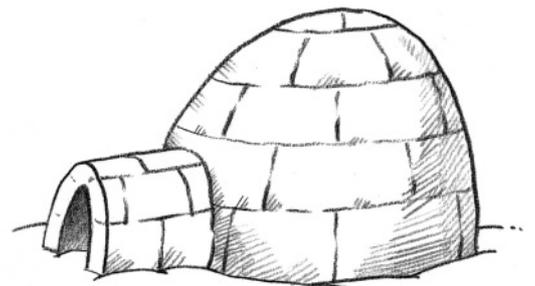
___raña



___las



___ca



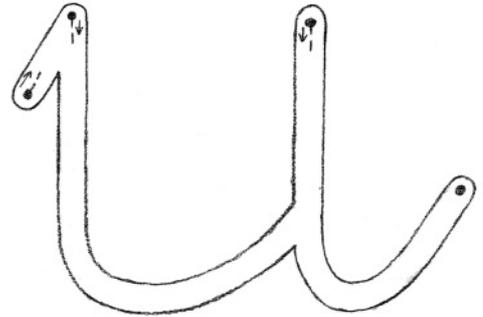
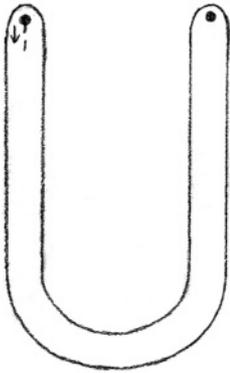
___glú

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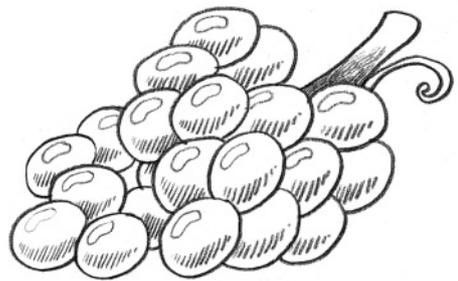
■ Nombrar cada elemento. Escribir la letra correspondiente en cada palabra.

■ Relacionar mediante una línea los elementos que empiezan por el mismo fonema (indio, iglú; araña, águila; olas, oca).

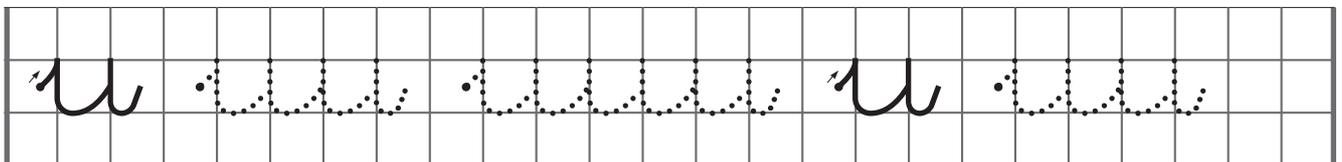
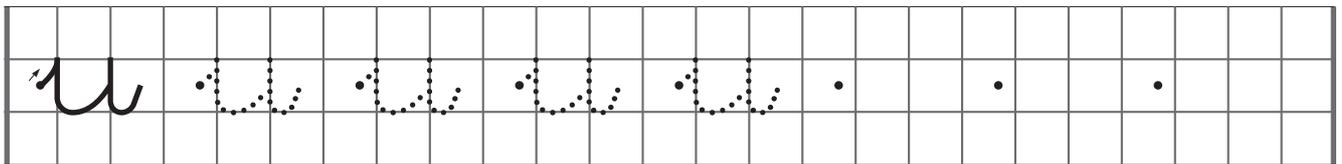
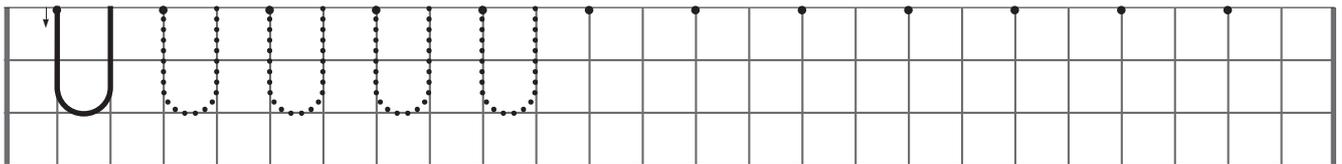
u U



Ulises



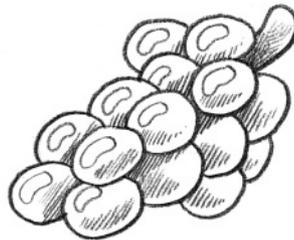
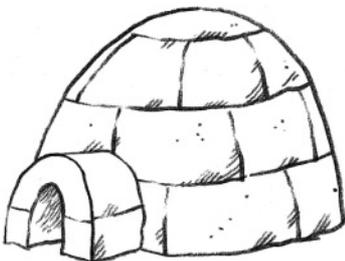
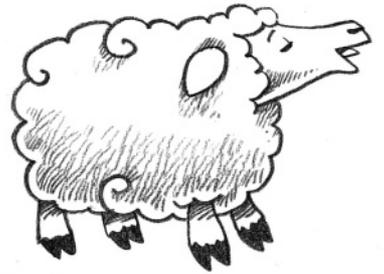
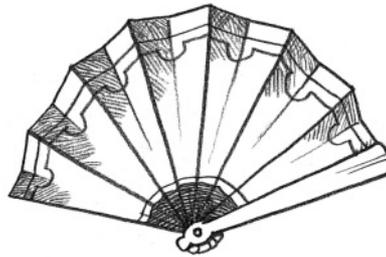
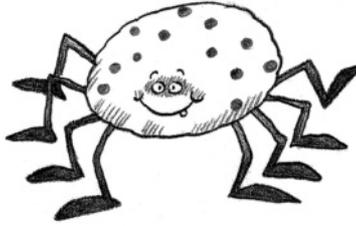
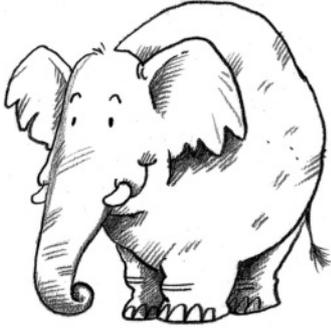
uvas



■ Escribir la grafía de la letra u, U.

■ Repasar la serie (u, uu, uuu); trabajar la correcta realización del enlace en las letras.

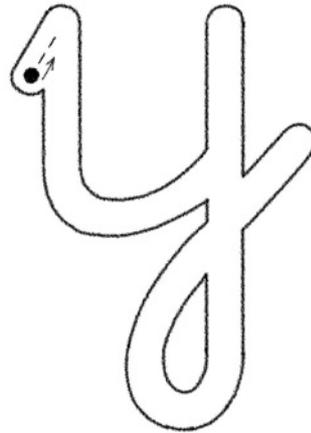
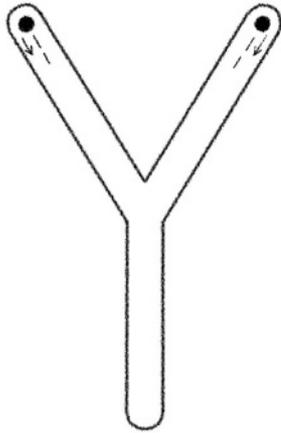
u U



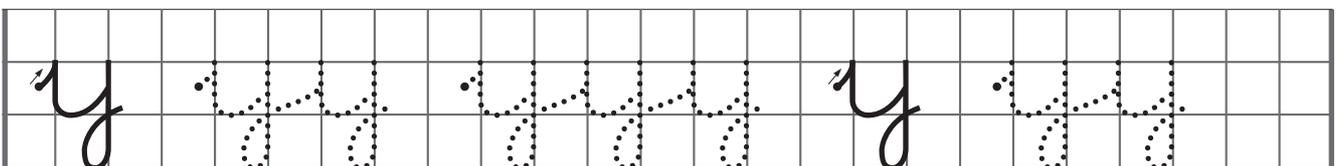
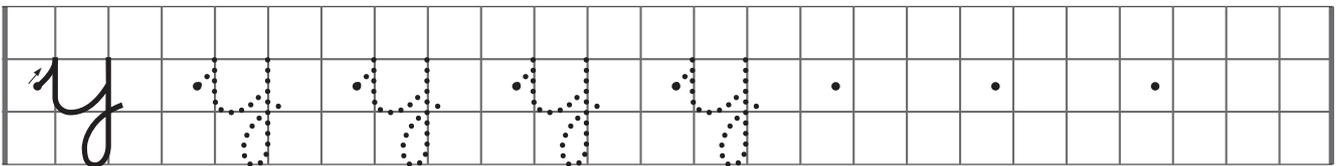
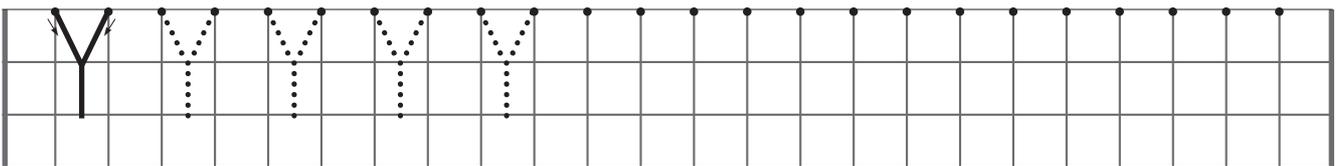
■ Nombrar cada elemento.

■ Escribir en el recuadro la grafía de la letra por la que comienza cada elemento.

y Y



Ana y Elena



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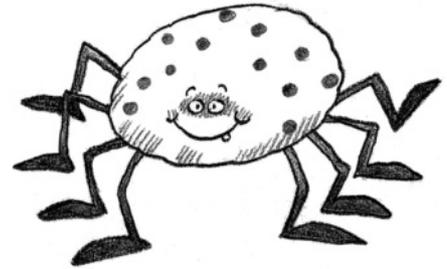
■ Escribir la grafía de la letra y, Y.

■ Repasar la serie (y, yy, yyy); trabajar la correcta realización del enlace de las letras.

y Y



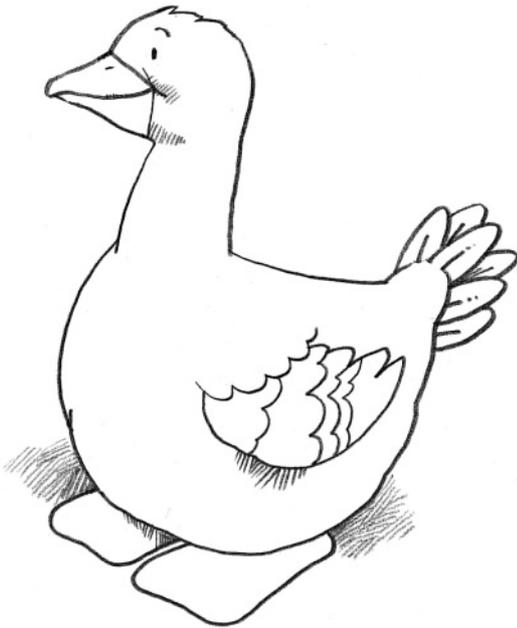
oso



y

araña

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n to



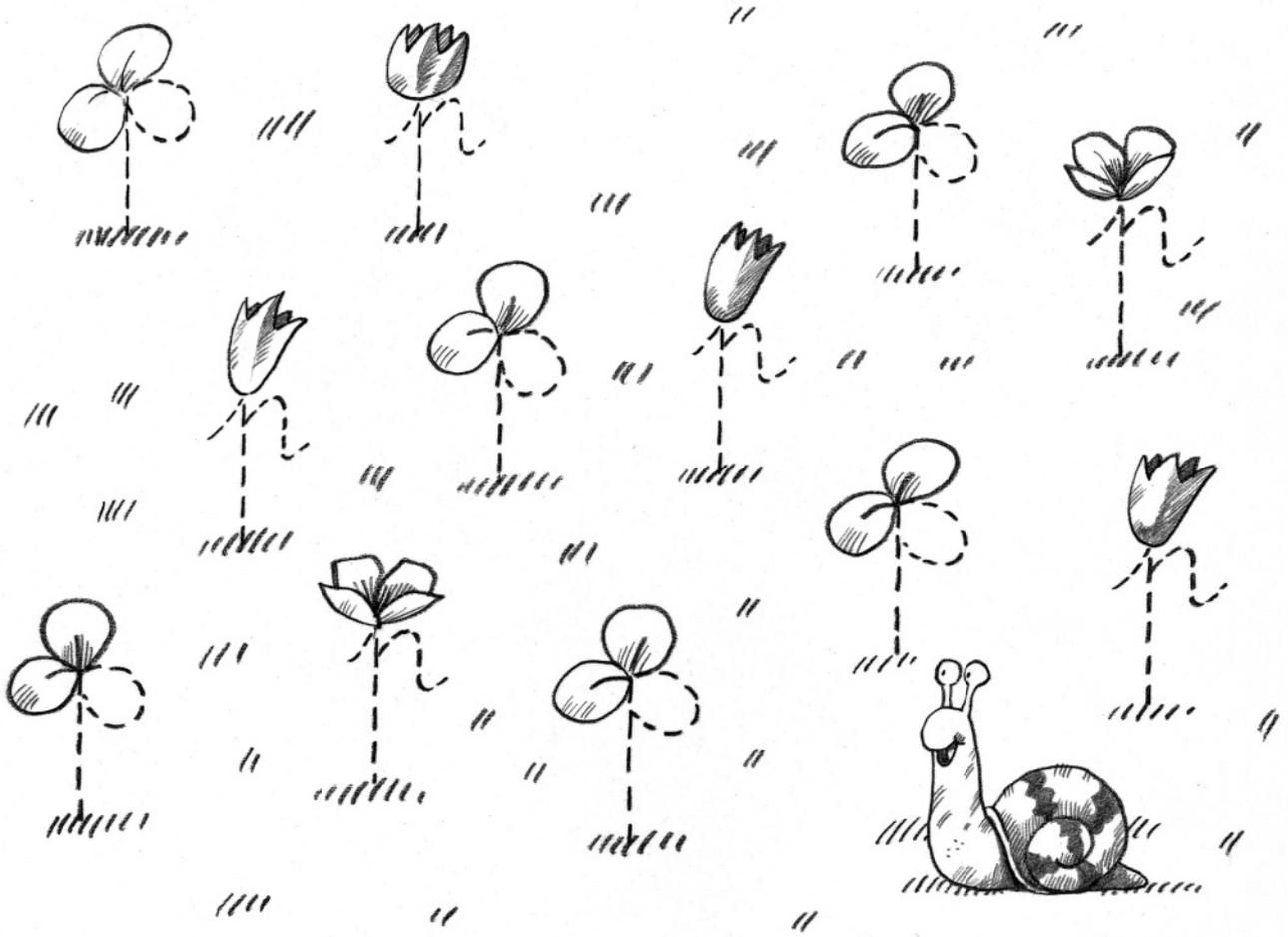
.

rizo

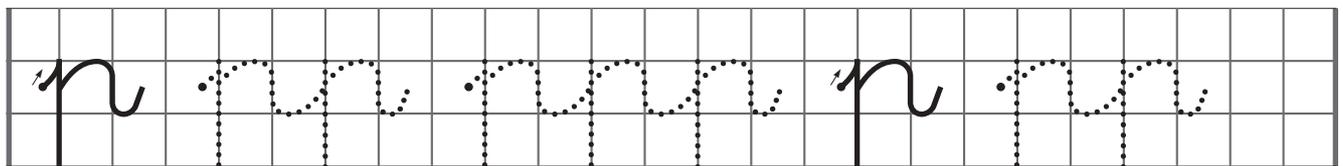
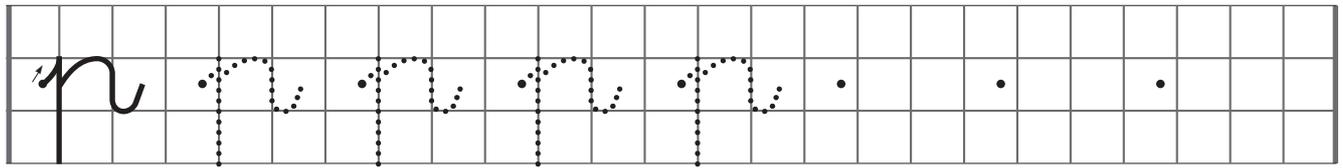
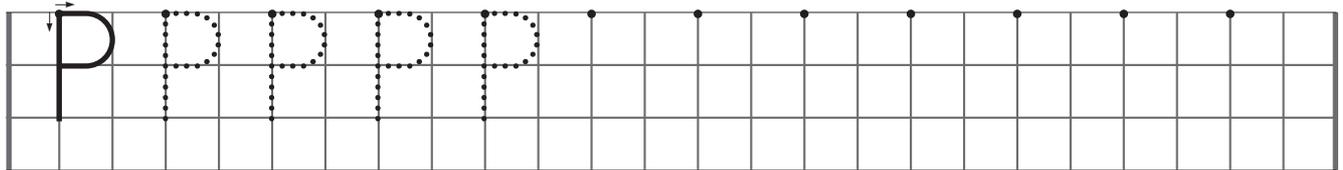
■ Repasar y completar las palabras con las letras que faltan.

■ Leer las frases con ayuda de las imágenes.

p P



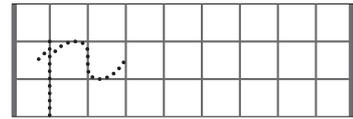
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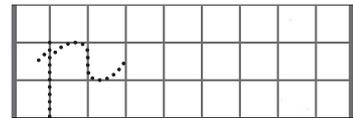
■ Repasar los trazos punteados de las flores. Comentar su parecido con la *p* minúscula y mayúscula respectivamente.

■ Repasar y escribir la grafía de la letra *p*, *P*. Repasar la serie (*p*, *pp*, *ppp*); trabajar la correcta realización del enlace.

~ p P ~



pipa



papá

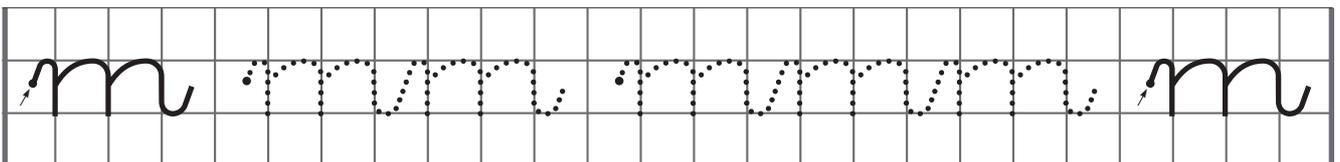
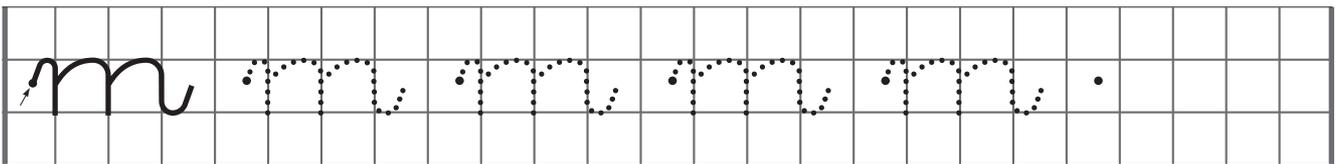
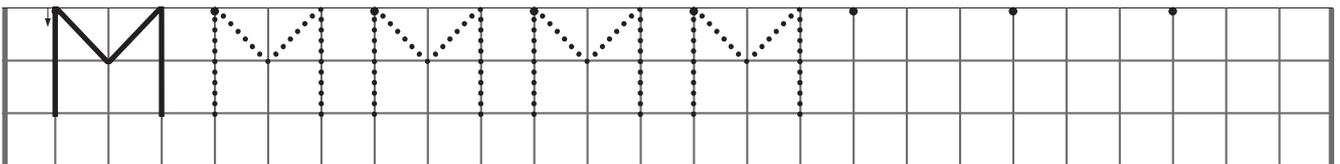
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- Identificar el dibujo y leer la palabra de la parte superior.
- Leer la palabra de la parte inferior y hacer el dibujo correspondiente.
- Escribir las palabras copiándolas del modelo.

m M



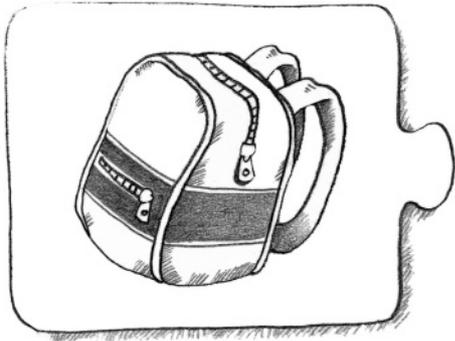
© 2003 Santillana Educación, S. L.



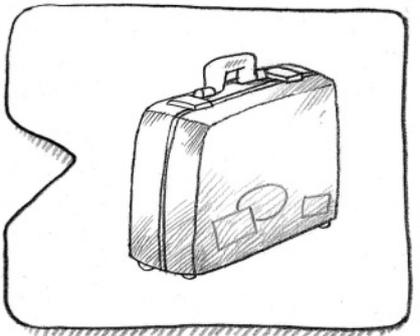
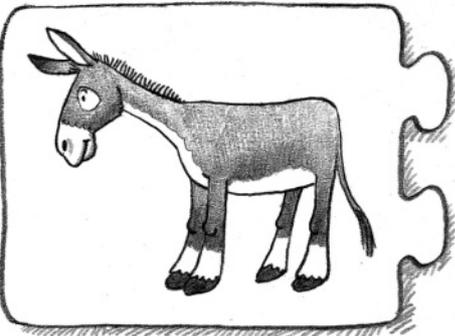
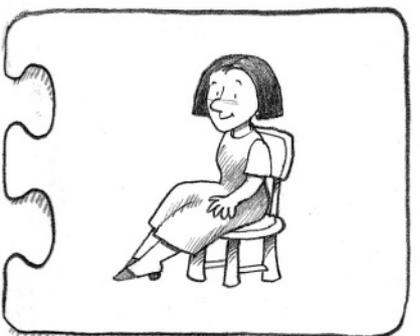
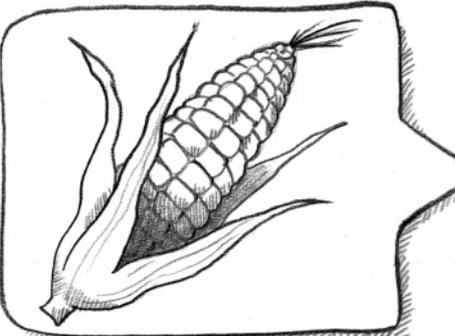
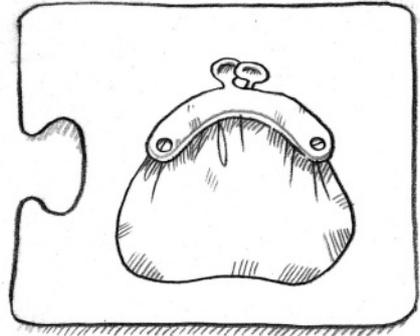
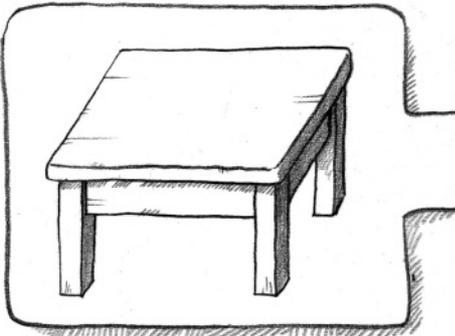
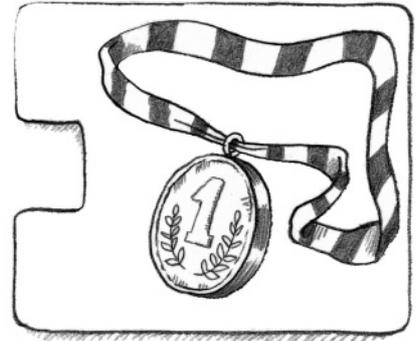
■ Repasar los trazos punteados de la ilustración. Comentar su parecido con la *m* minúscula y mayúscula respectivamente.

■ Repasar y escribir la grafía de la letra *m*, *M*. Repasar la serie (*m*, *mm*, *mmm*); trabajar la correcta realización del enlace.

m M



mo

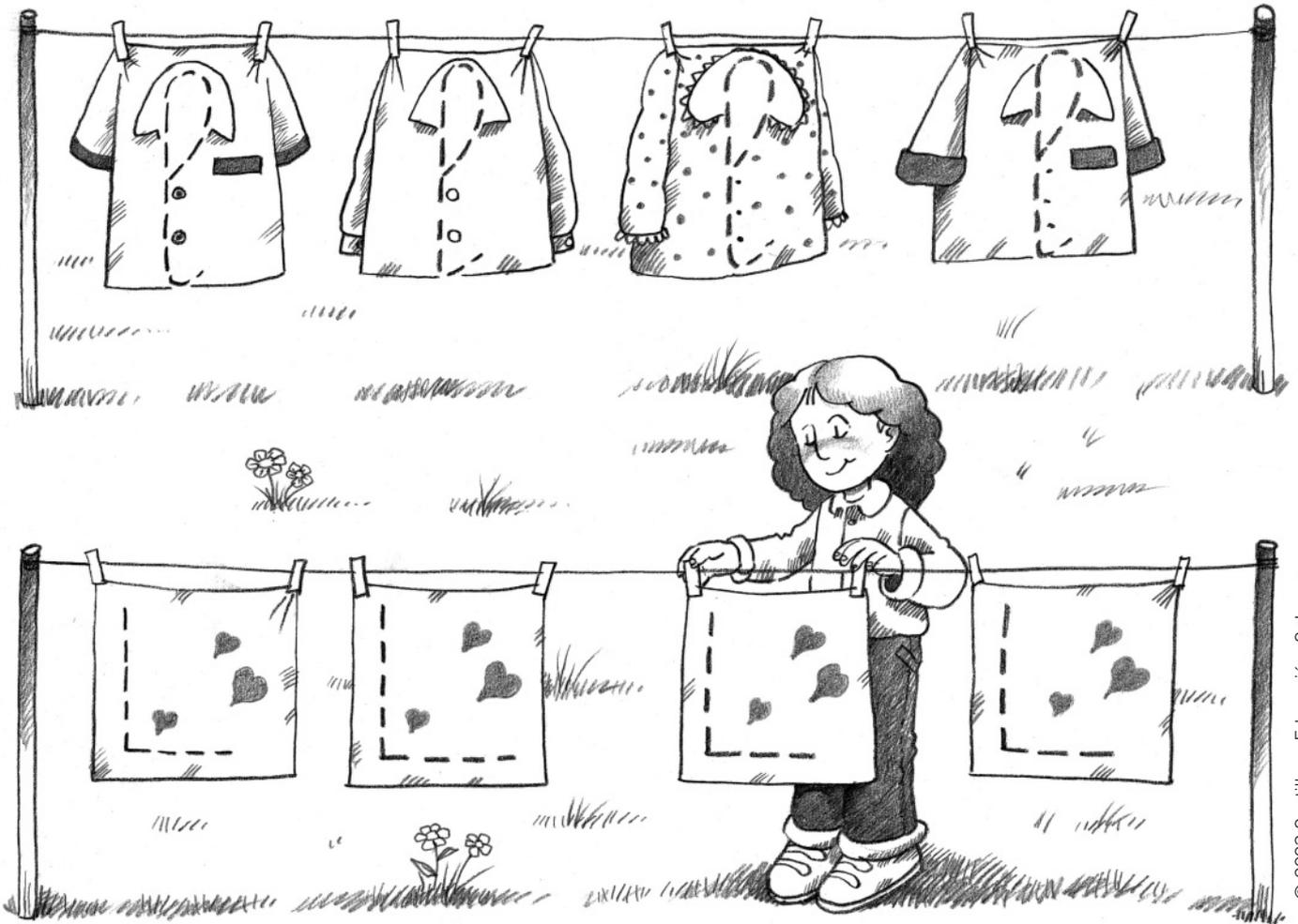


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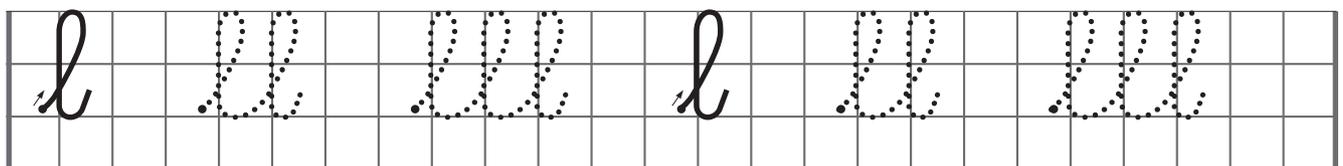
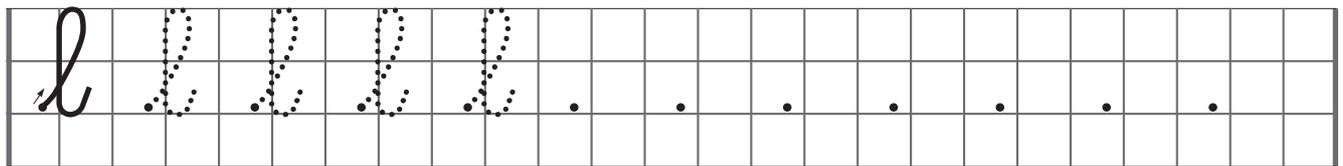
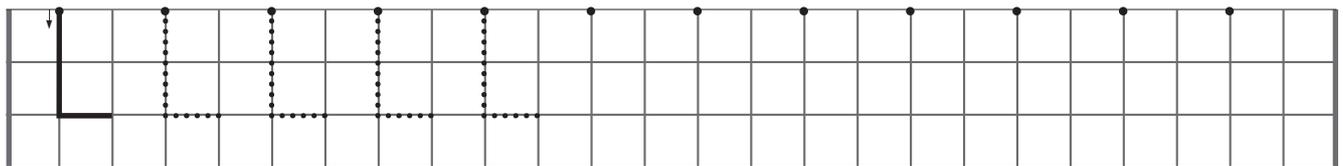
■ Identificar los dibujos destacando su sílaba inicial (*mochila, mesa, mazorca, mula, medalla, monedero, mujer y maleta*).

■ Escribir en el recuadro la sílaba correspondiente.
■ Relacionar los elementos que comienzan por la misma sílaba.

l L



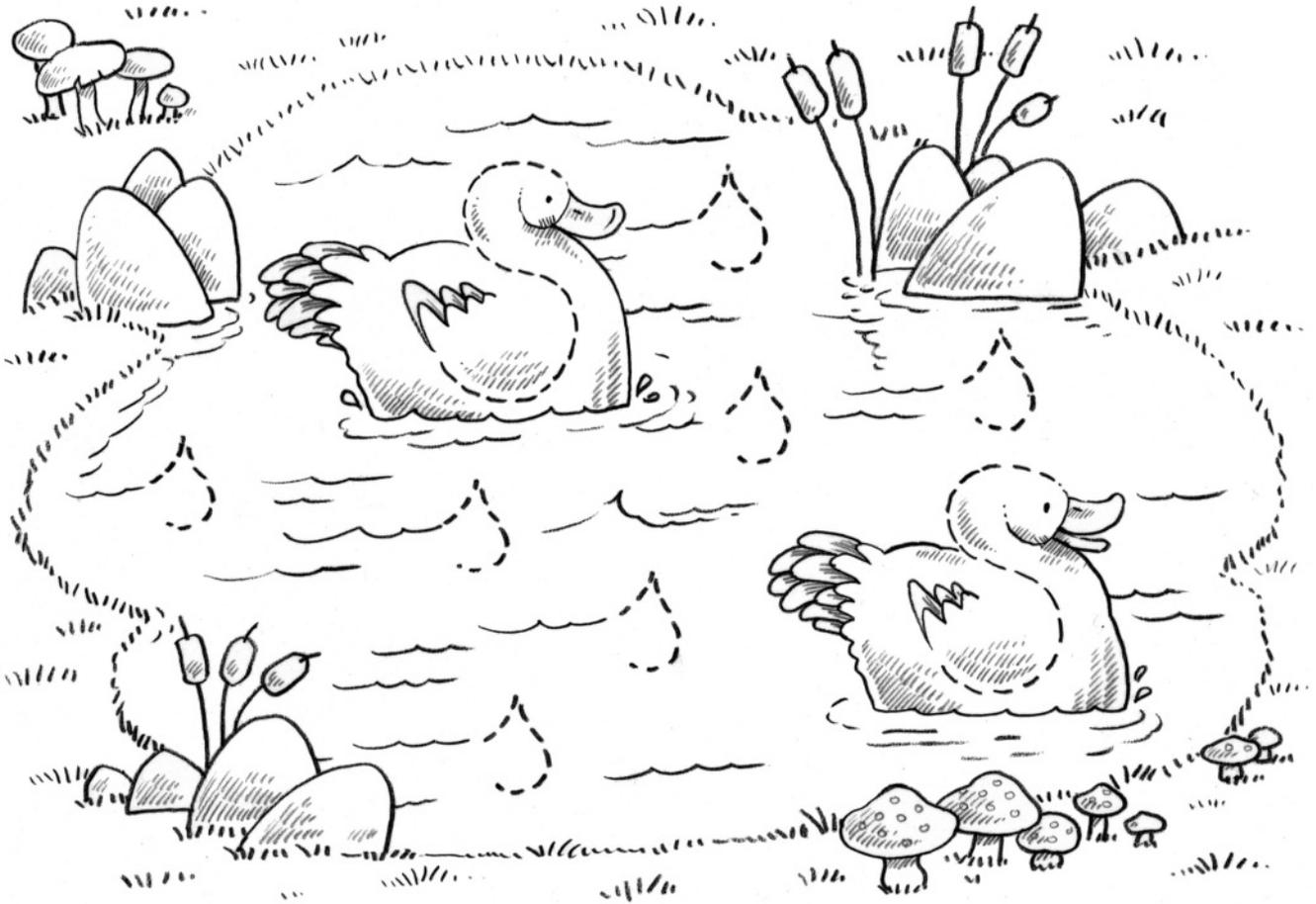
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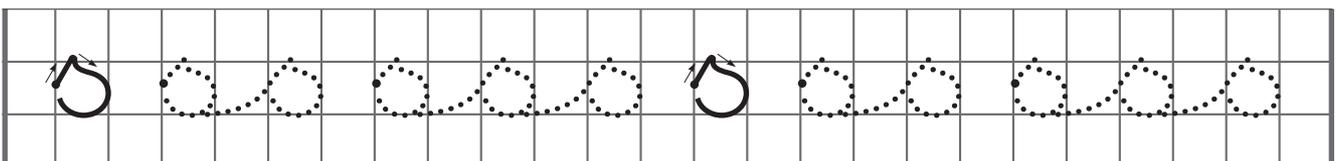
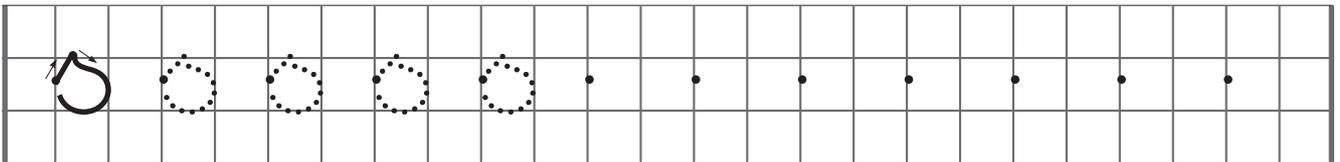
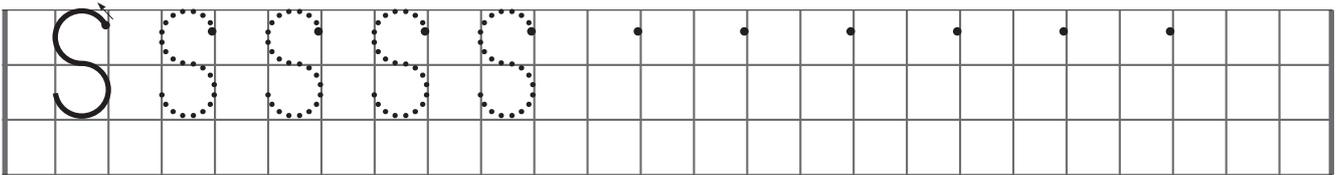
■ Repasar los trazos punteados de los dibujos. Comentar su parecido con la letra / minúscula y mayúscula respectivamente.

■ Repasar y escribir la grafía de la letra l, L. Repasar la serie (l, ll, lll); trabajar la correcta realización del enlace.

s S



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■ Repasar en la ilustración los trazos punteados. Comentar su parecido con la s minúscula y mayúscula.

■ Repasar y escribir la grafía de la letra s, S. Repasar la serie (s, ss, sss); trabajar la correcta realización del enlace.

— s S —



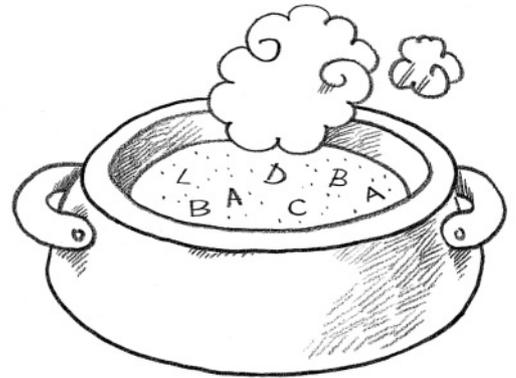
seta



sapo



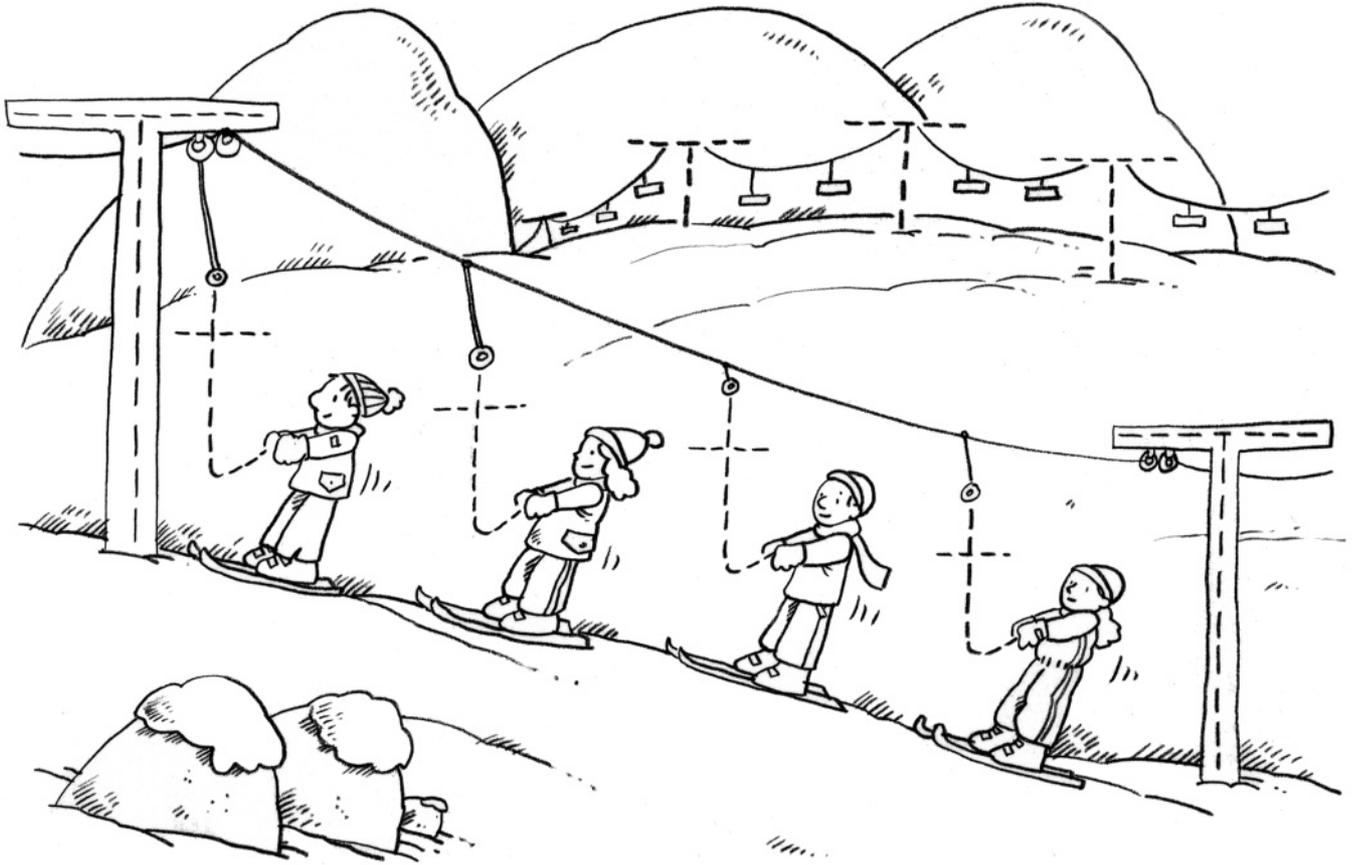
sal



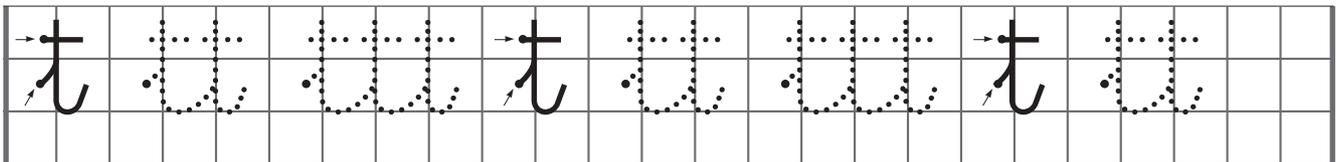
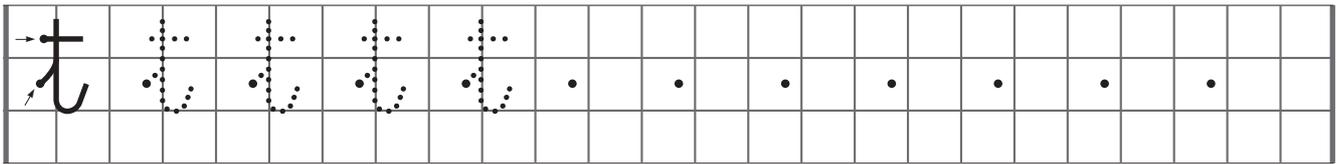
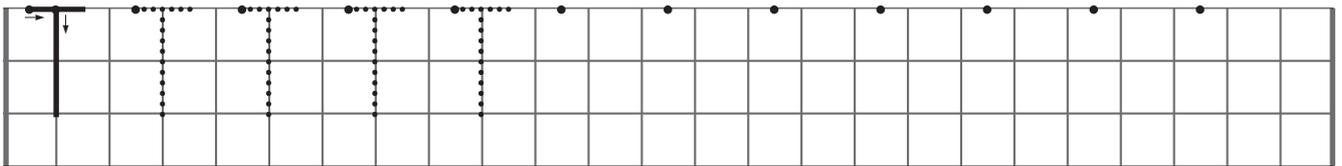
sopa

- La _____ tiene .
- El _____ está en la .
- El  tiene _____.
- La _____ está en la .

- t T



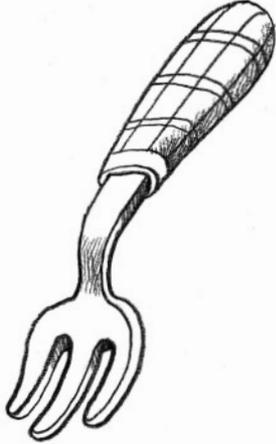
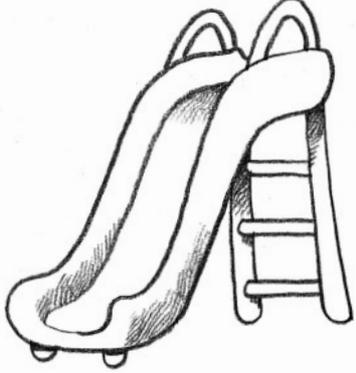
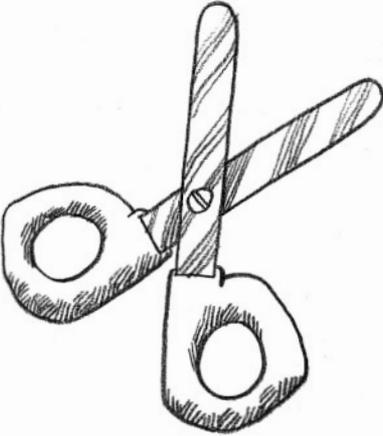
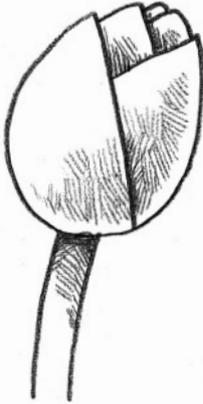
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■ Repasar los trazos punteados. Comentar su parecido con la letra t minúscula y mayúscula.

■ Repasar y escribir la grafía de la letra t, T. Repasar la serie (t, tt, ttt); trabajar la correcta realización del enlace.

t T

 <p>te ti ta</p> <p>__burón</p>	 <p>te ti ta</p> <p>__nedor</p>	 <p>tu ti to</p> <p>__bogán</p>
 <p>tu ti to</p> <p>__jeras</p>	 <p>to tu ta</p> <p>__lipán</p>	 <p>to tu ta</p> <p>__za</p>

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■ Identificar los elementos destacando y rodeando la sílaba inicial correspondiente.

■ Escribir las sílabas para completar las palabras.

— t T —



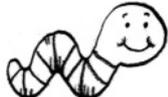
tomate



tela



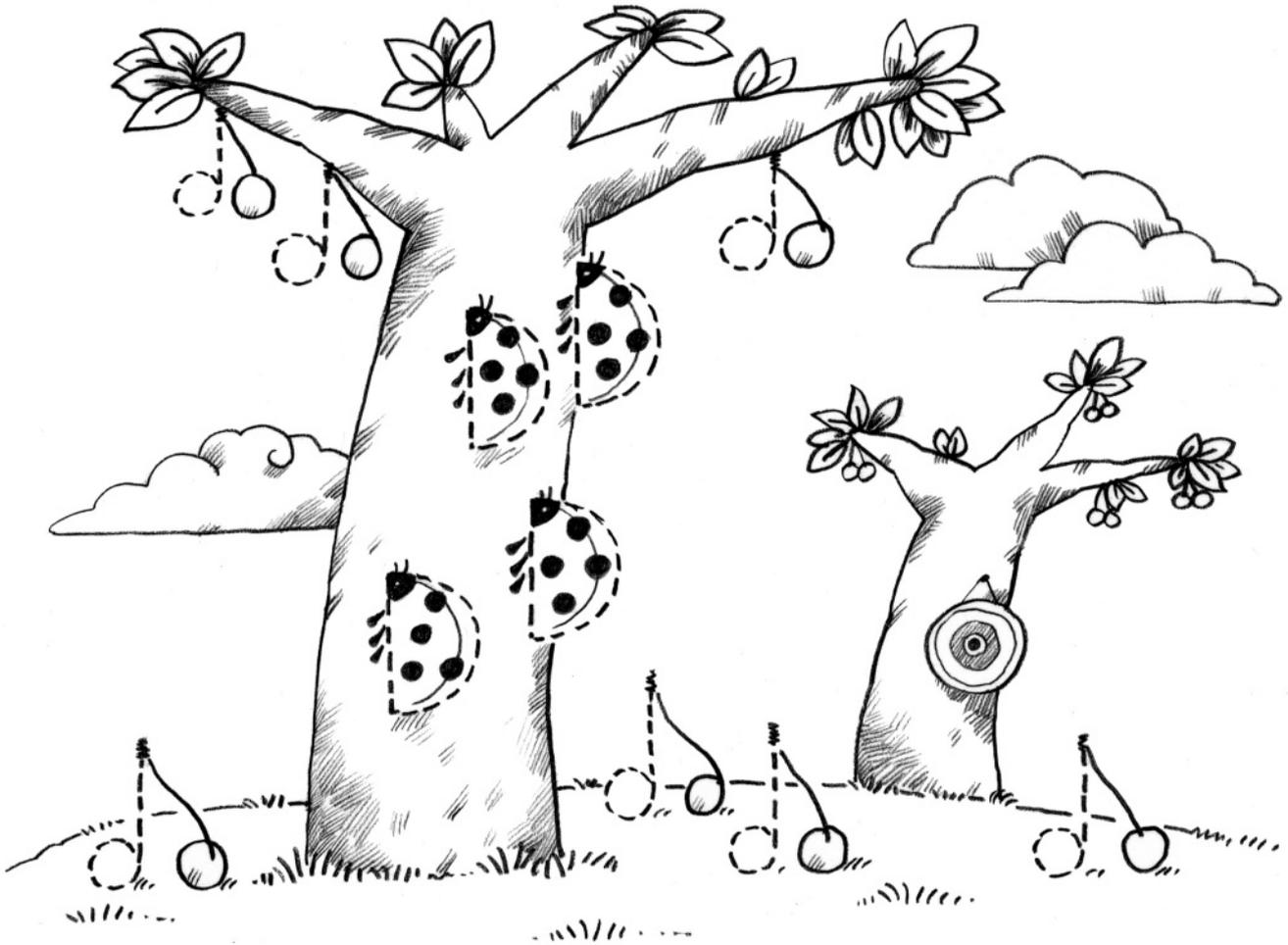
maleta

- El _____ tiene un .
- La _____ tiene .
- La _____ tiene .

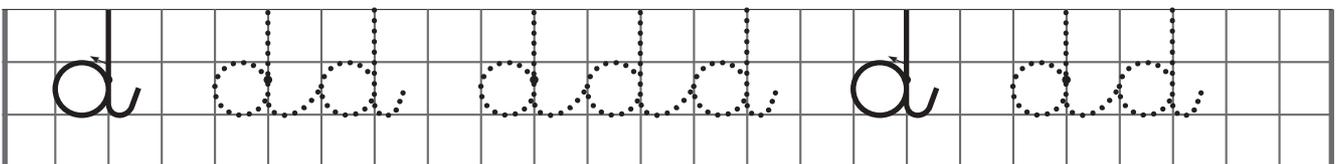
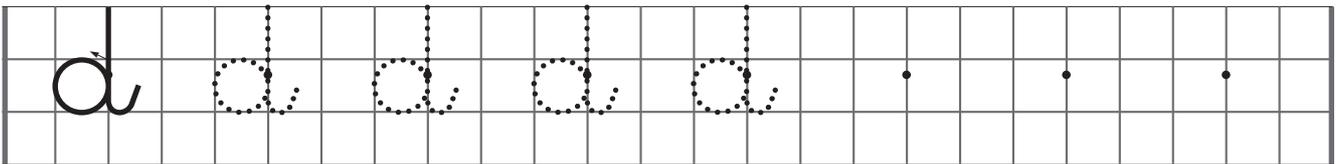
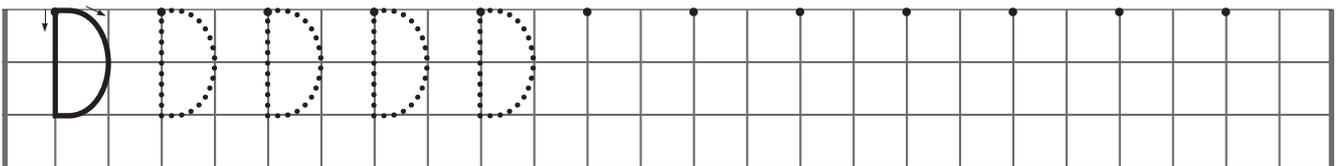
■ Identificar los dibujos y leer las palabras.
 ■ Escribir la palabra correspondiente en cada frase, atendiendo al dibujo al que se refiere cada una.

■ Leer las frases completas, interpretando los pictogramas.

- d D -



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■ Repasar en la ilustración los trazos punteados. Comentar su parecido con la *d* minúscula y mayúscula.

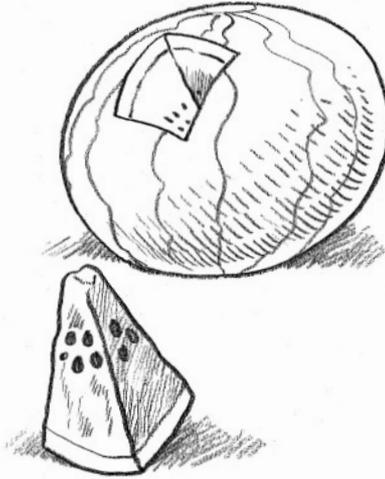
■ Repasar y escribir la grafía de la letra *d, D*. Repasar la serie (*d, dd, ddd*); trabajar la correcta realización del enlace.

- d D -



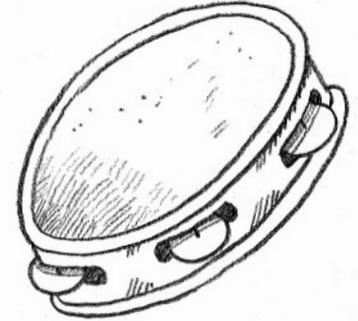
di de do

ni _____



di de do

san _____ a



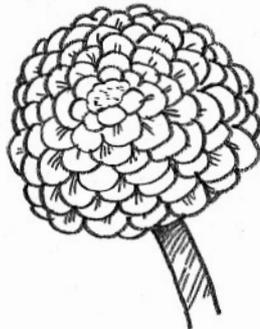
du di de

pan _____ eta



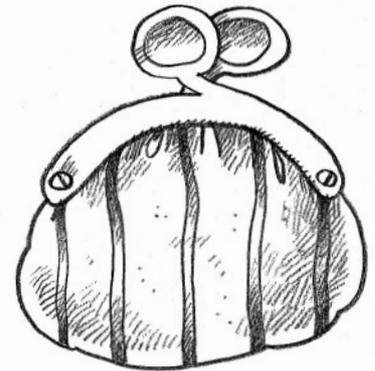
du di de

_____ cha



da do de

_____ lia

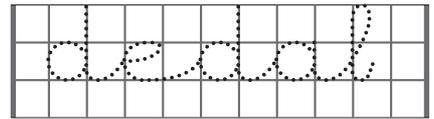
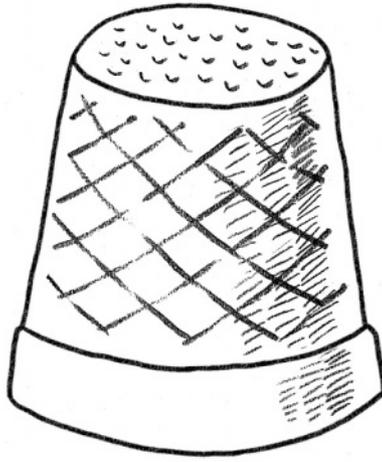


da do de

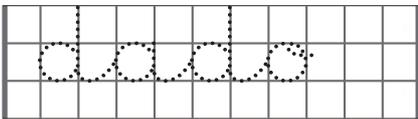
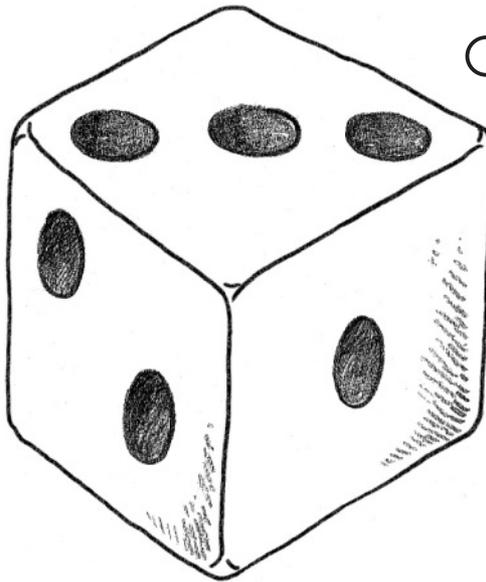
mon _____ ro

- d D -

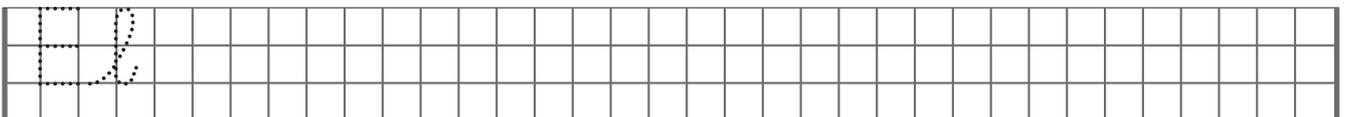
dedal



dado



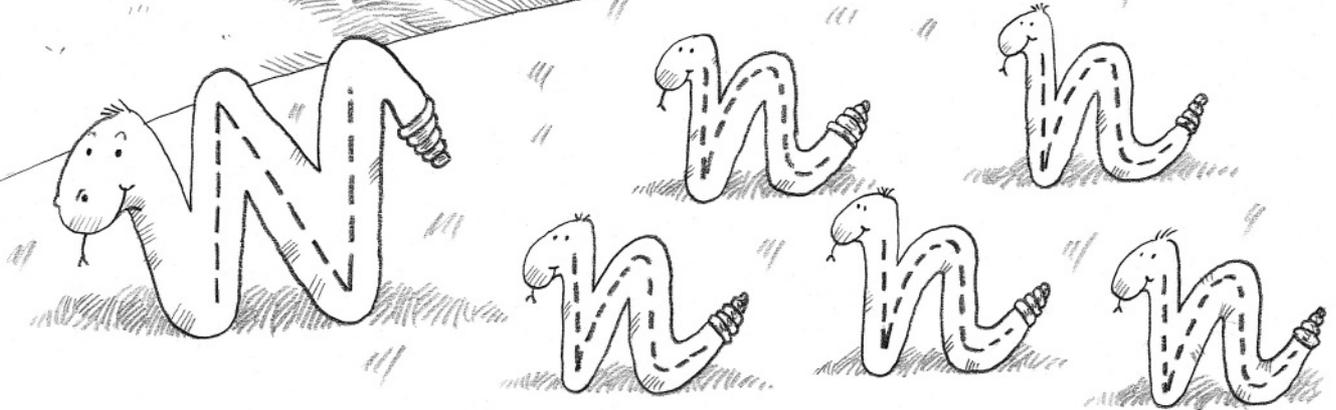
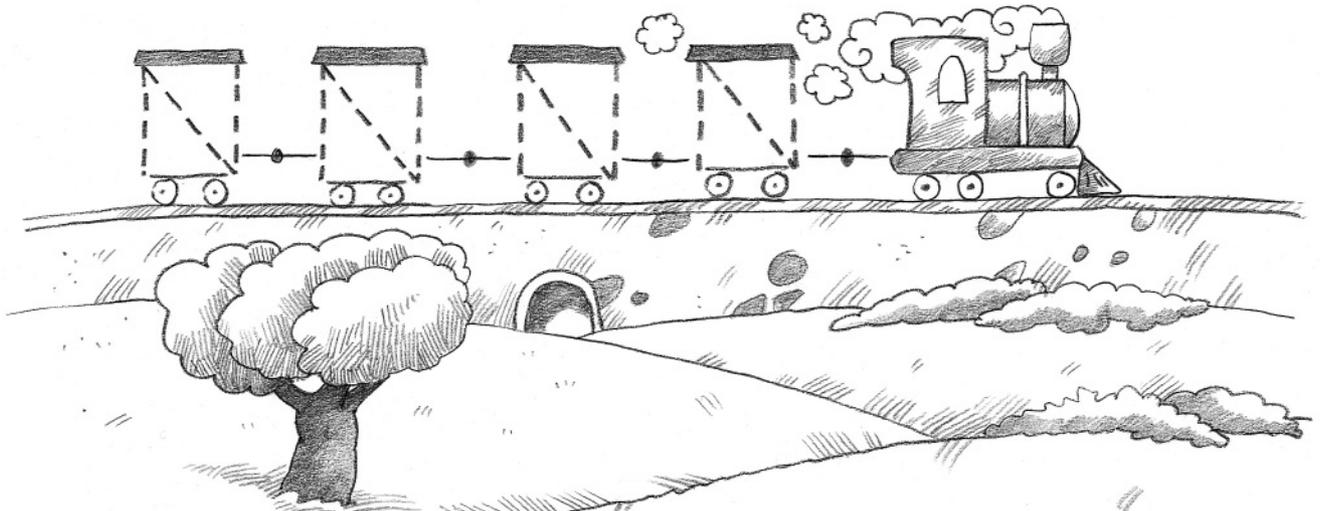
El dedal y el dado.



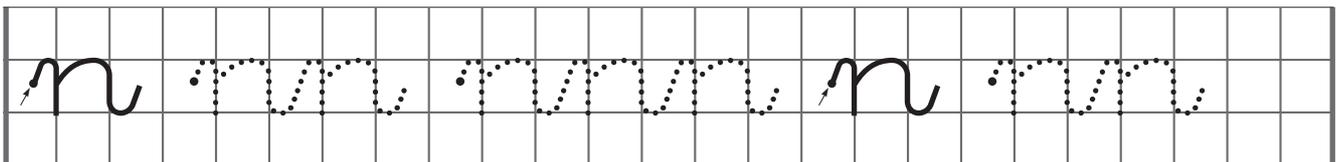
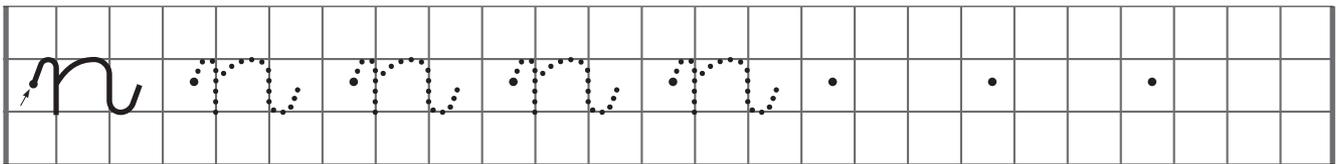
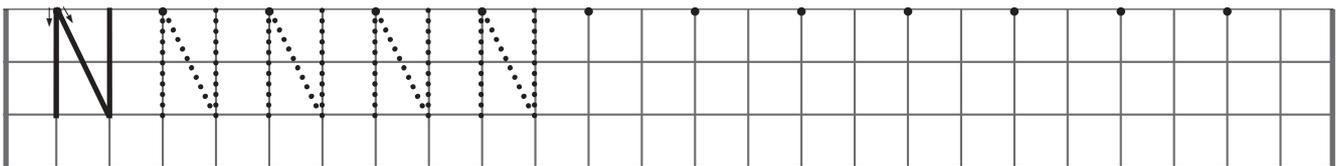
- Identificar los dibujos.
- Leer las palabras; repasar los trazos y escribirlos.

- Completar los nombres copiándolos del modelo.

- n N -



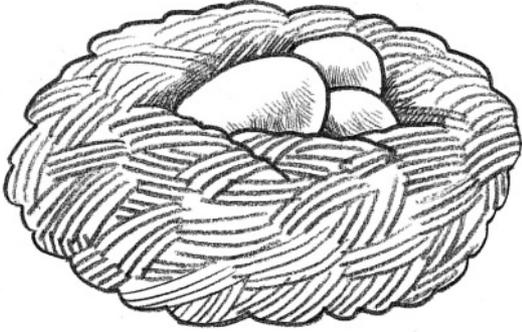
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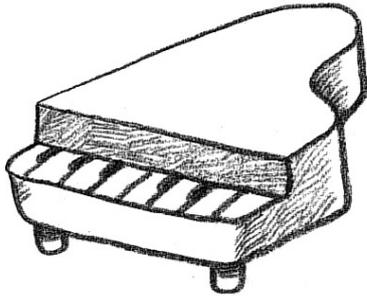
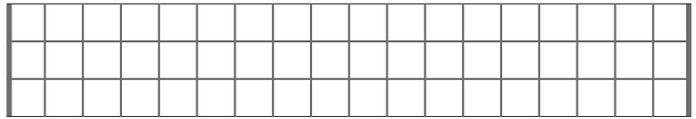
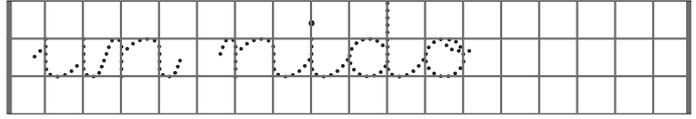
■ Repasar los trazos punteados de los dibujos. Comentar su parecido con la letra *n* minúscula y mayúscula.

■ Repasar y escribir la grafía de la letra *n*, *N*. Repasar la serie (*n*, *nn*, *nnn*); trabajar la correcta realización del enlace.

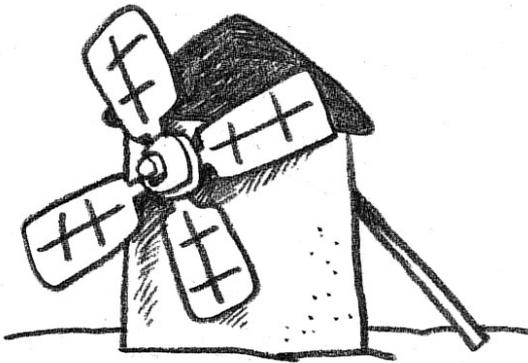
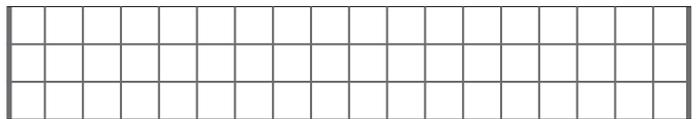
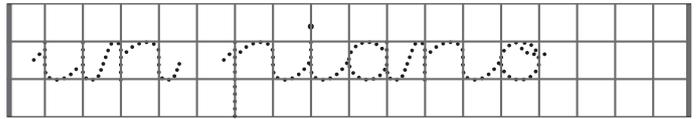
— n N —



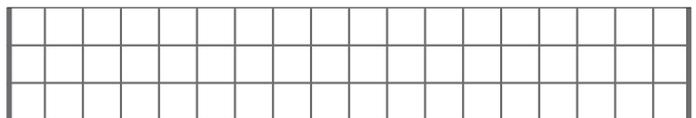
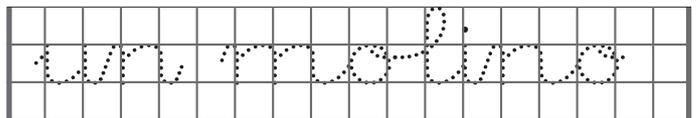
un nido



un piano



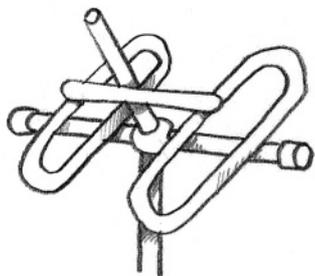
un molino



- Observar e identificar los dibujos.
- Leer las palabras; rodear la palabra *un*.

- Repasar y escribir las palabras copiándolas del modelo.

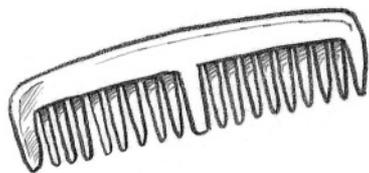
n N



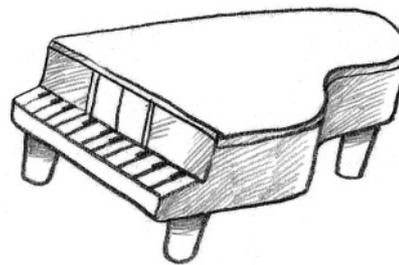
ante _____



_____be



pei _____



pia _____

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- Ana tiene un león.



Ana

- Un pato en una lata.



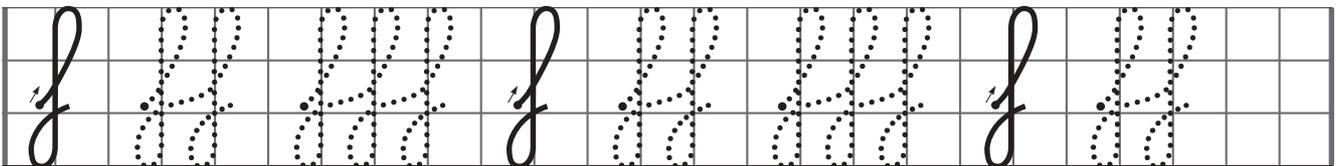
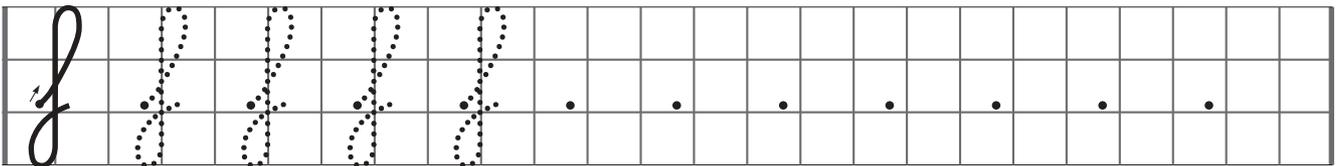
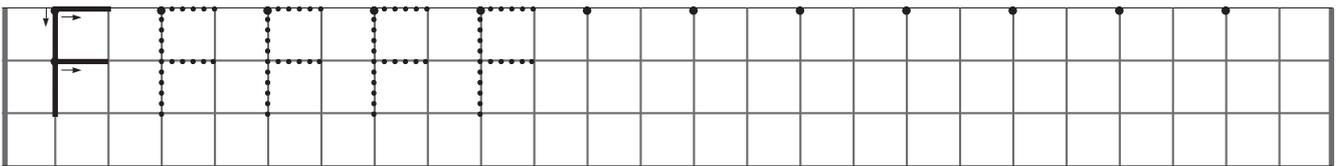
Un

- Observar los dibujos y completar las palabras.
- Leer y escribir las frases.

f F



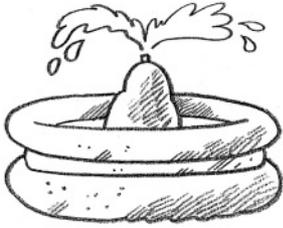
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■ Repasar en la ilustración los trazos punteados. Comentar su parecido con la *f* minúscula y mayúscula.

■ Repasar y escribir la letra *f*. Repasar la serie (*f*, *ff*, *fff*); trabajar la correcta realización del enlace.

f F



_____ente

fo

fa

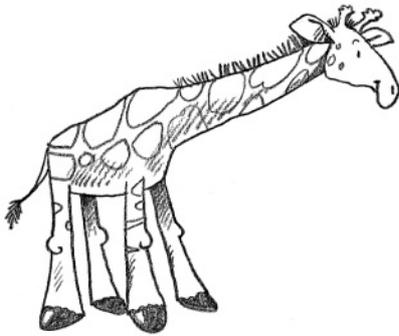
fe

fi

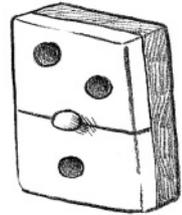
fu



semá_____ro



jira_____



_____cha



_____lo

Fi

Fe

Fa



_____lipe

- Identificar los dibujos.
- Completar las palabras con la sílaba correspondiente.

- Unir cada sílaba con la palabra que la incluye.
- Diferenciar la F mayúscula de la f minúscula.

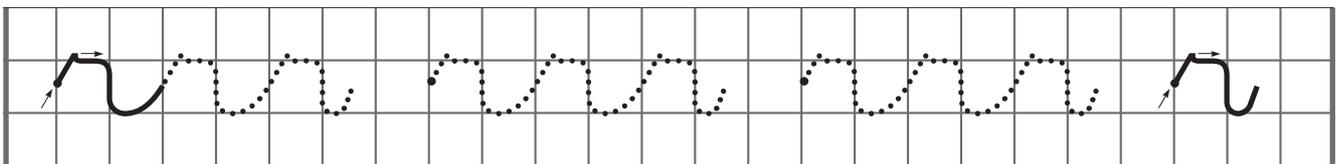
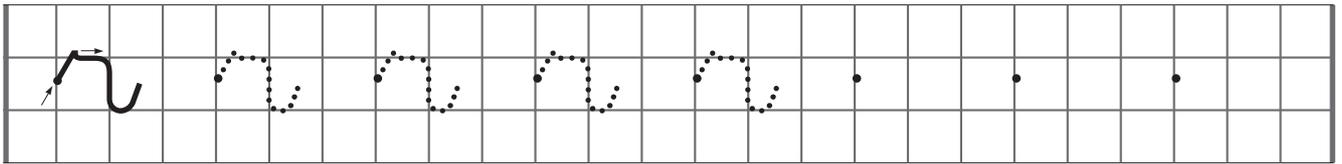
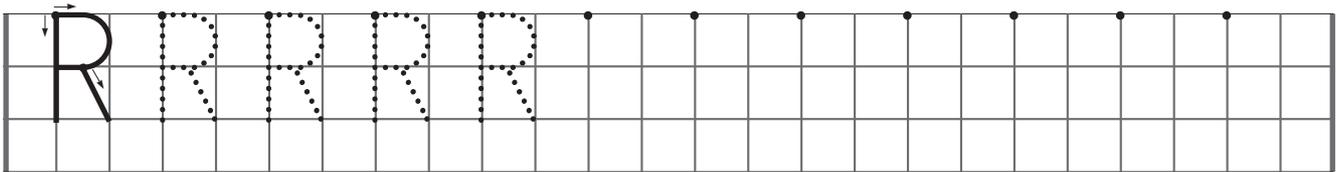
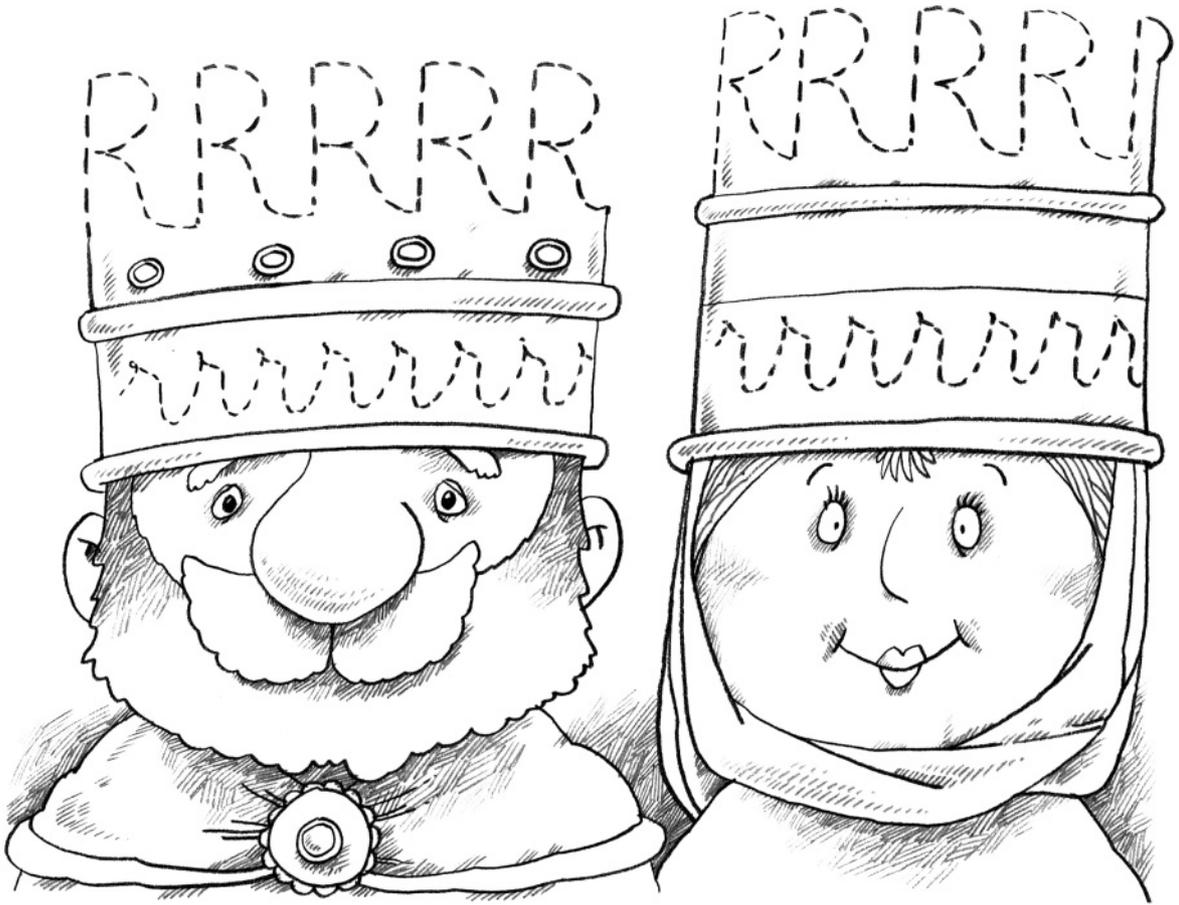
— f F —



- La _____ está en el sofá.
- El _____ está en el suelo.
- El _____ está en la mesa.

— r R / r R —

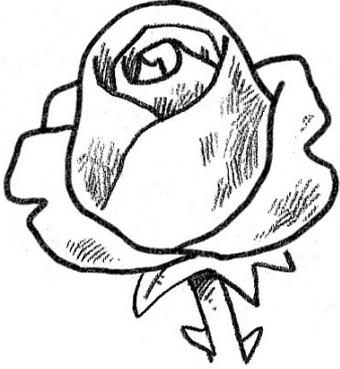
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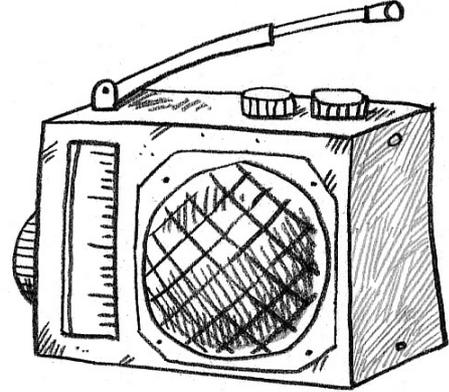
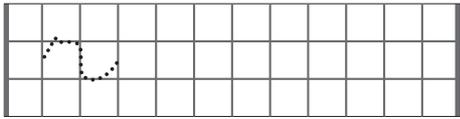
■ Repasar en la ilustración los trazos punteados.

■ Repasar y escribir la grafía de la letra r, R. Trabajar la correcta realización del enlace.

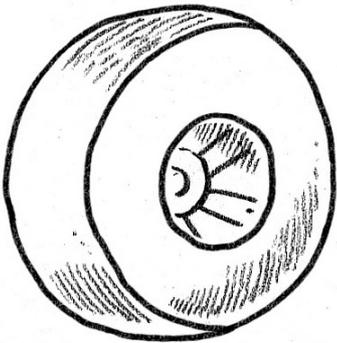
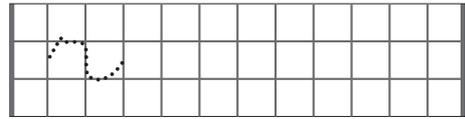
- r R / r r



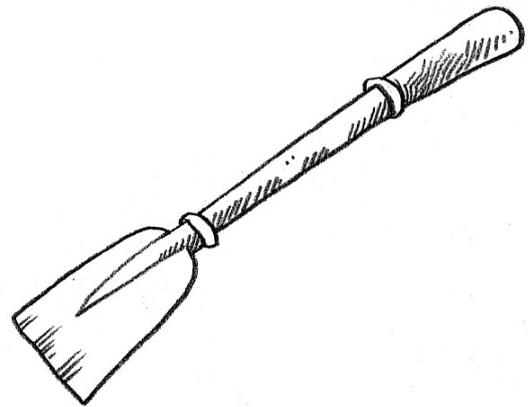
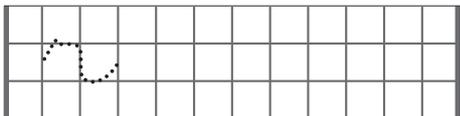
rosa



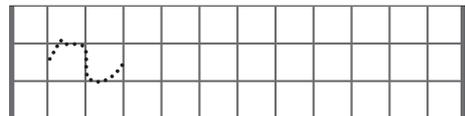
radio



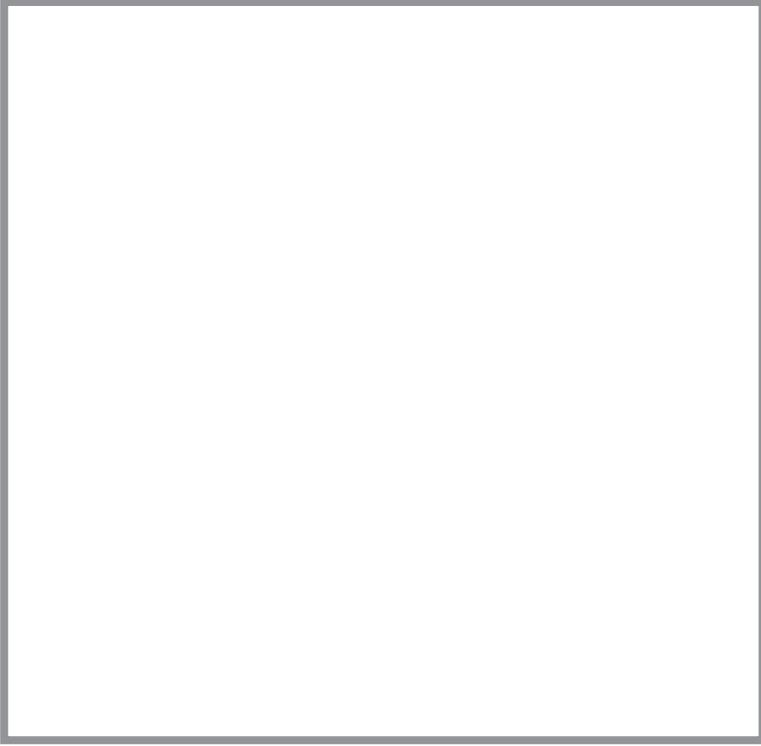
rueda



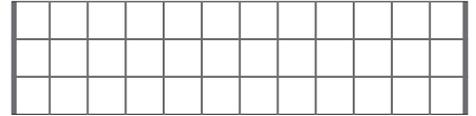
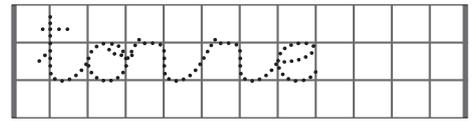
remo



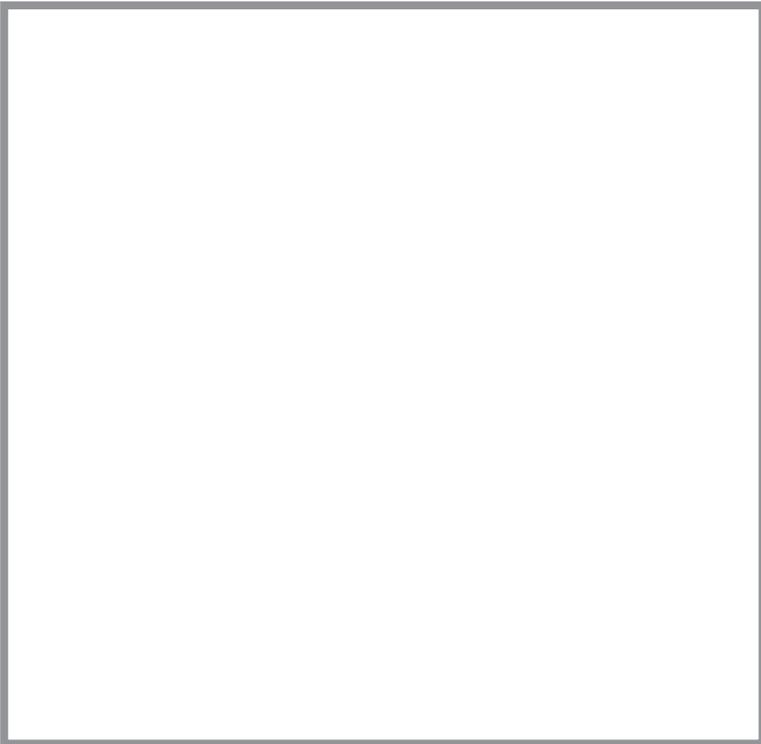
— r R / rr —



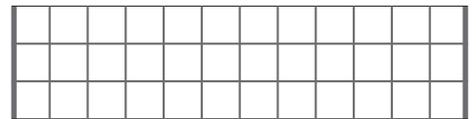
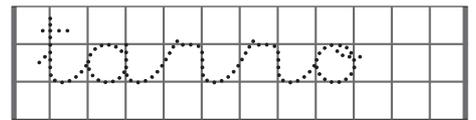
torre



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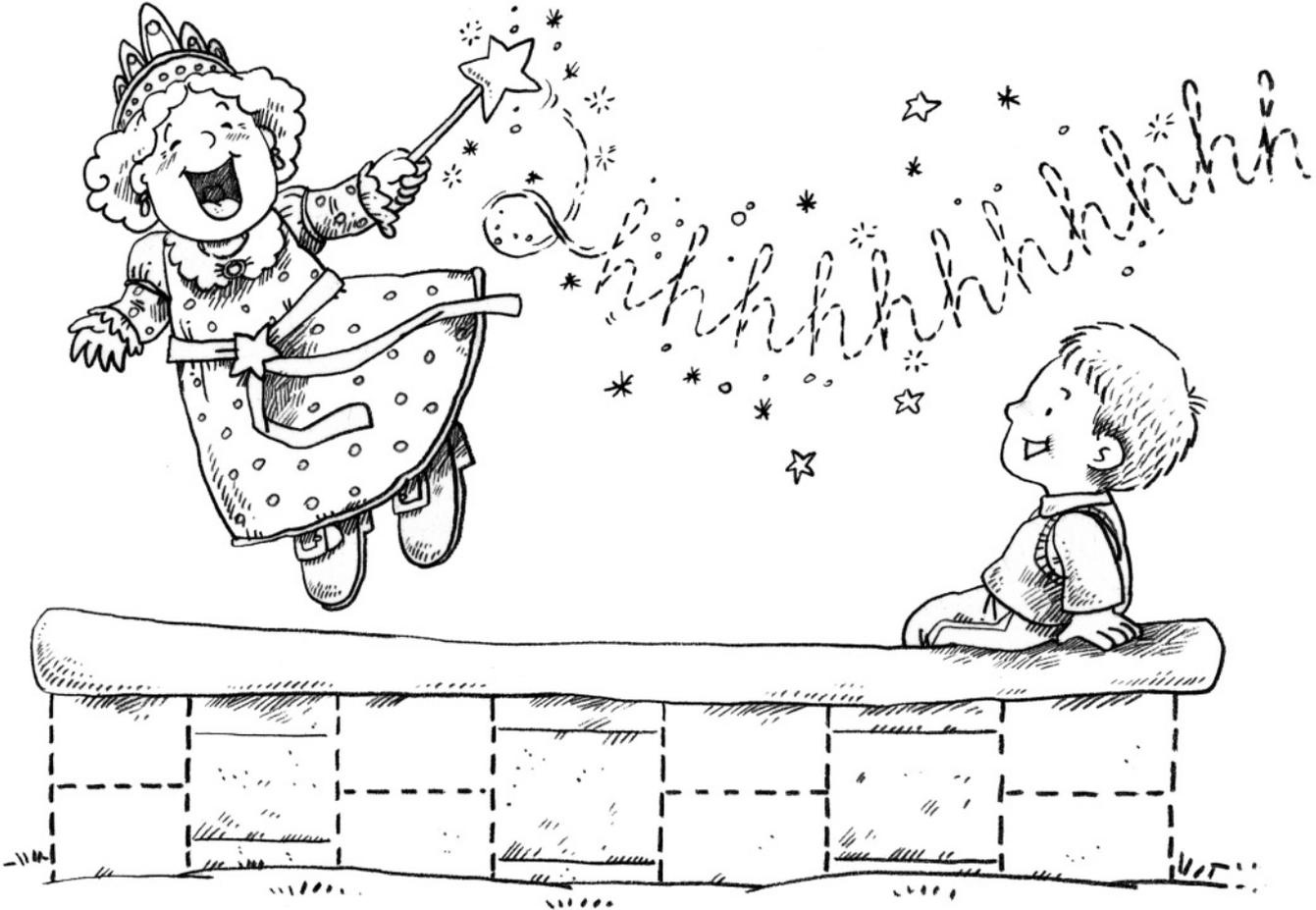
tarro



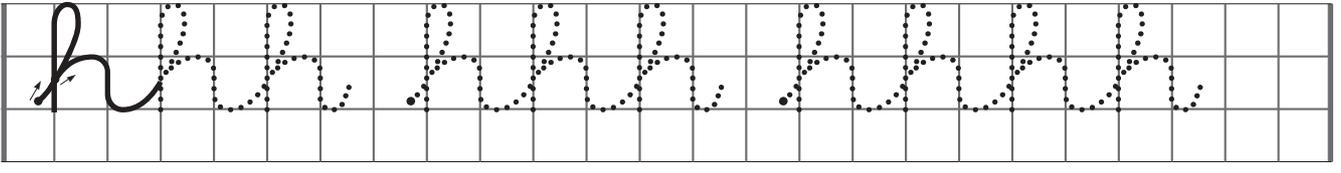
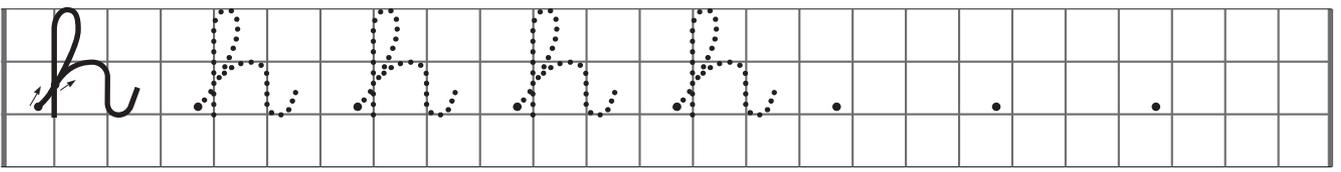
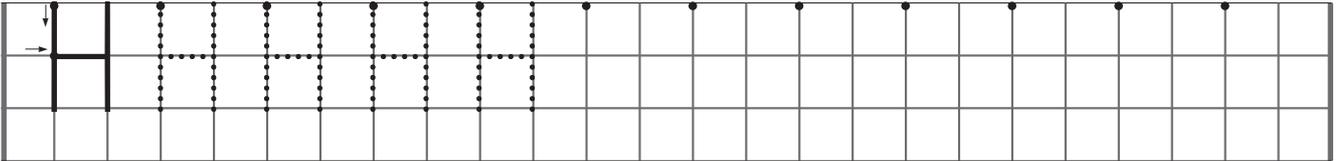
- Leer las palabras.
- Dibujar en los espacios los elementos correspondientes.

- Repasar y escribir las palabras copiándolas del modelo.

h H

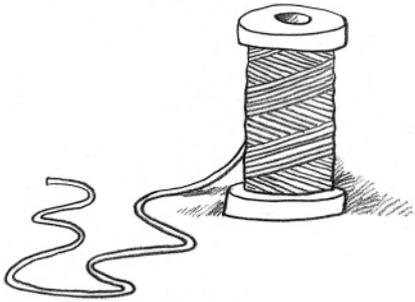


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- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra h, H. Trabajar la correcta realización del enlace.

h H

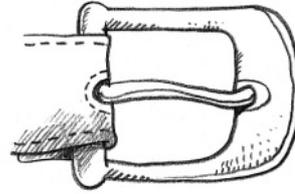


he

hi

hu

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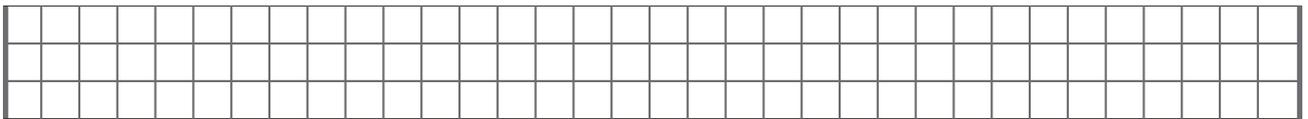
■ Identificar los elementos destacando y rodeando la sílaba correspondiente.

■ Escribir las sílabas para completar las palabras.

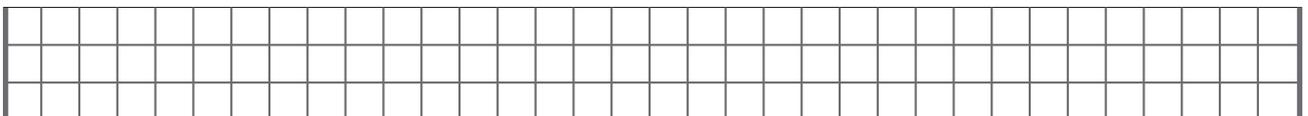
— h H —————



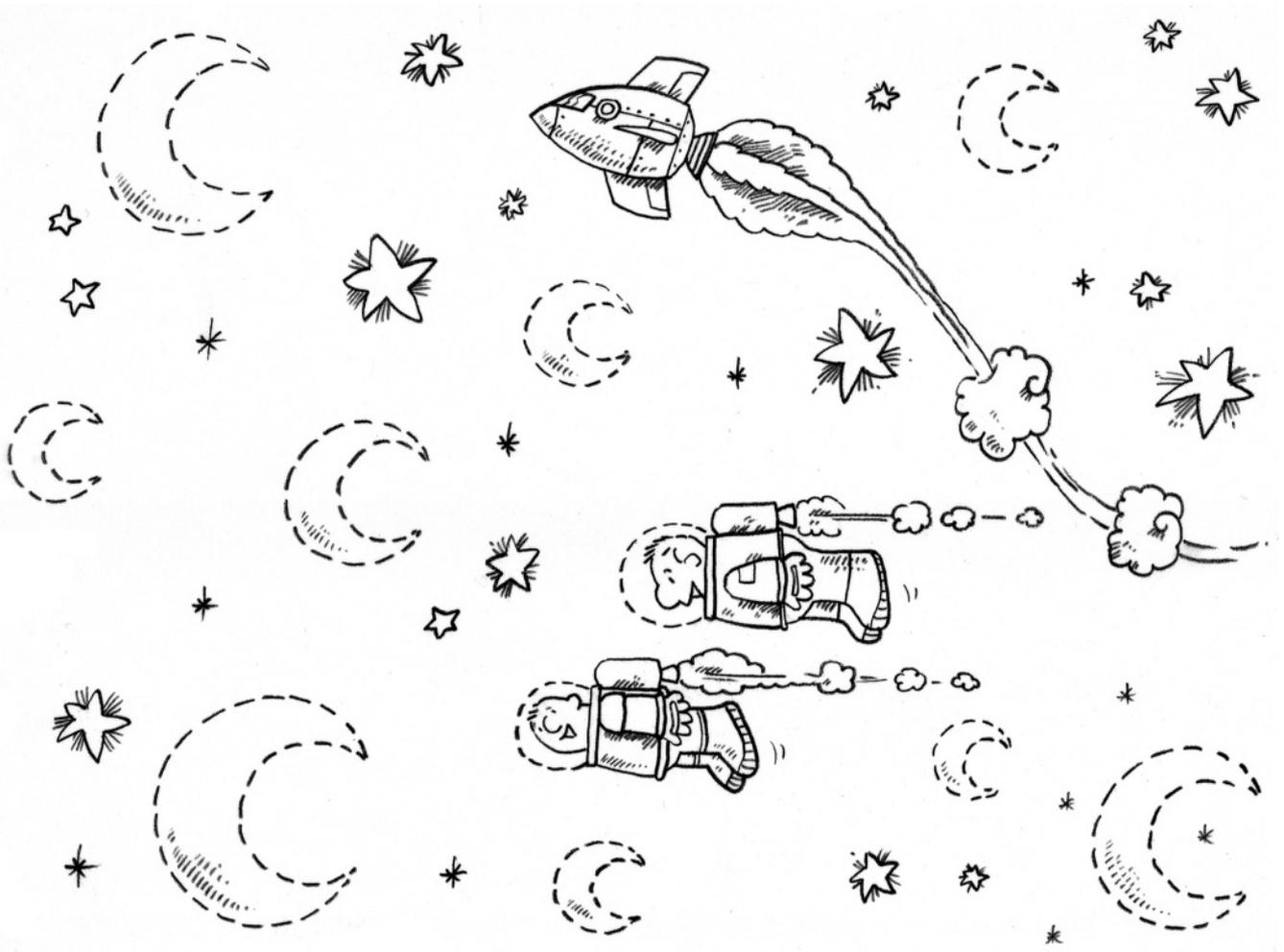
- El hada y el hotel.



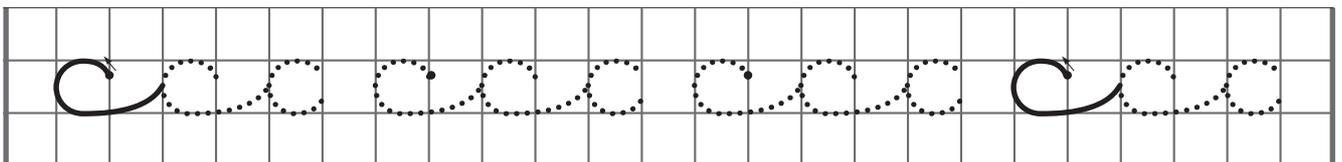
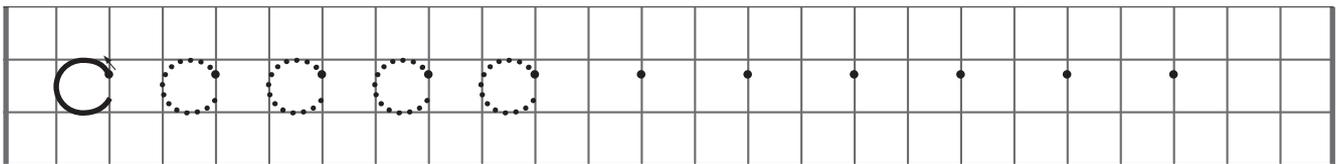
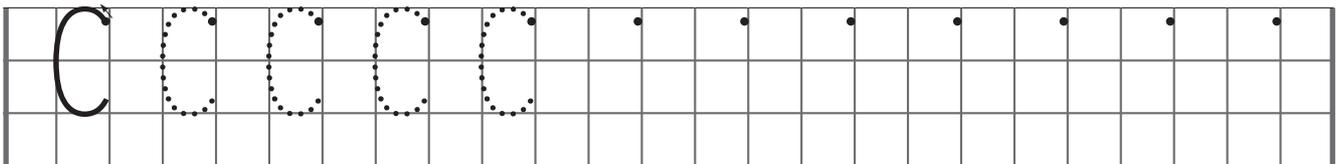
- El helado y el hueso.



c C (ca, co, cu)



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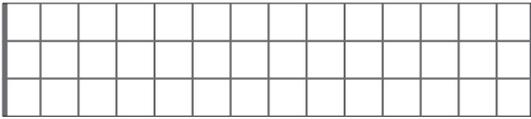
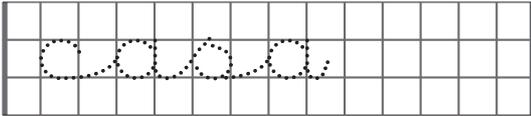
■ Repasar en la ilustración los trazos punteados.

■ Repasar y escribir la grafía de la letra c, C. Trabajar la correcta realización del enlace.

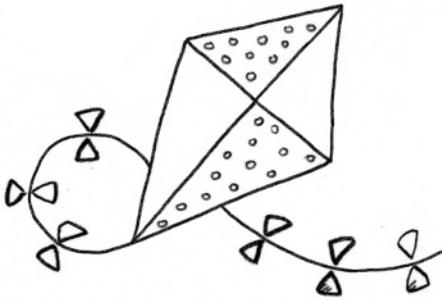
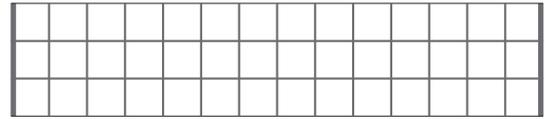
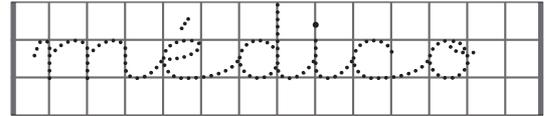
— c C (ca, co, cu)



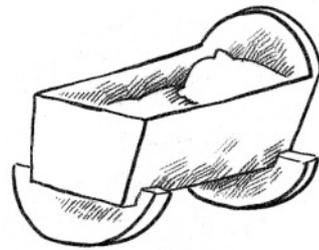
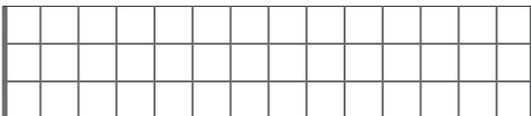
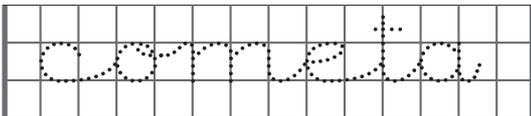
casa



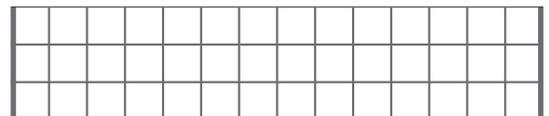
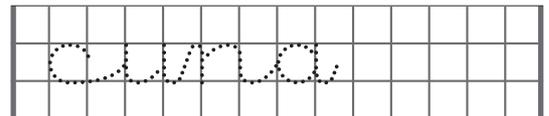
médico



cometa



cuna



— c C (ca, co, cu) —

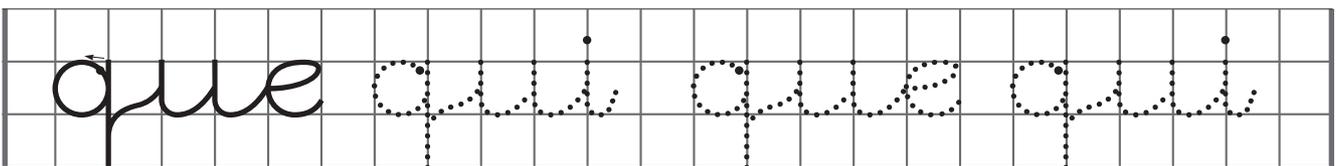
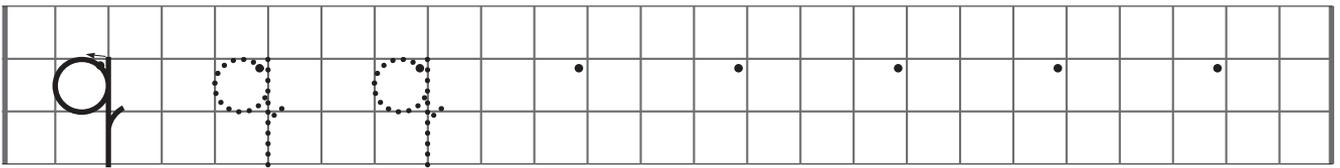
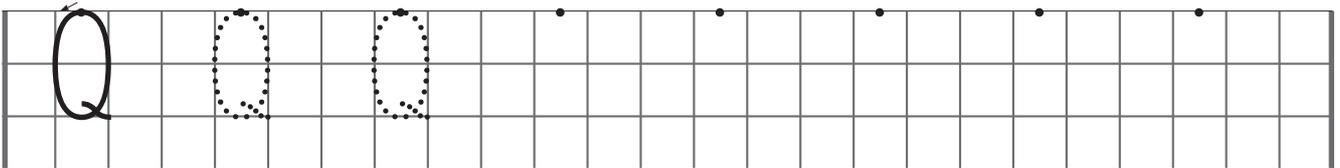
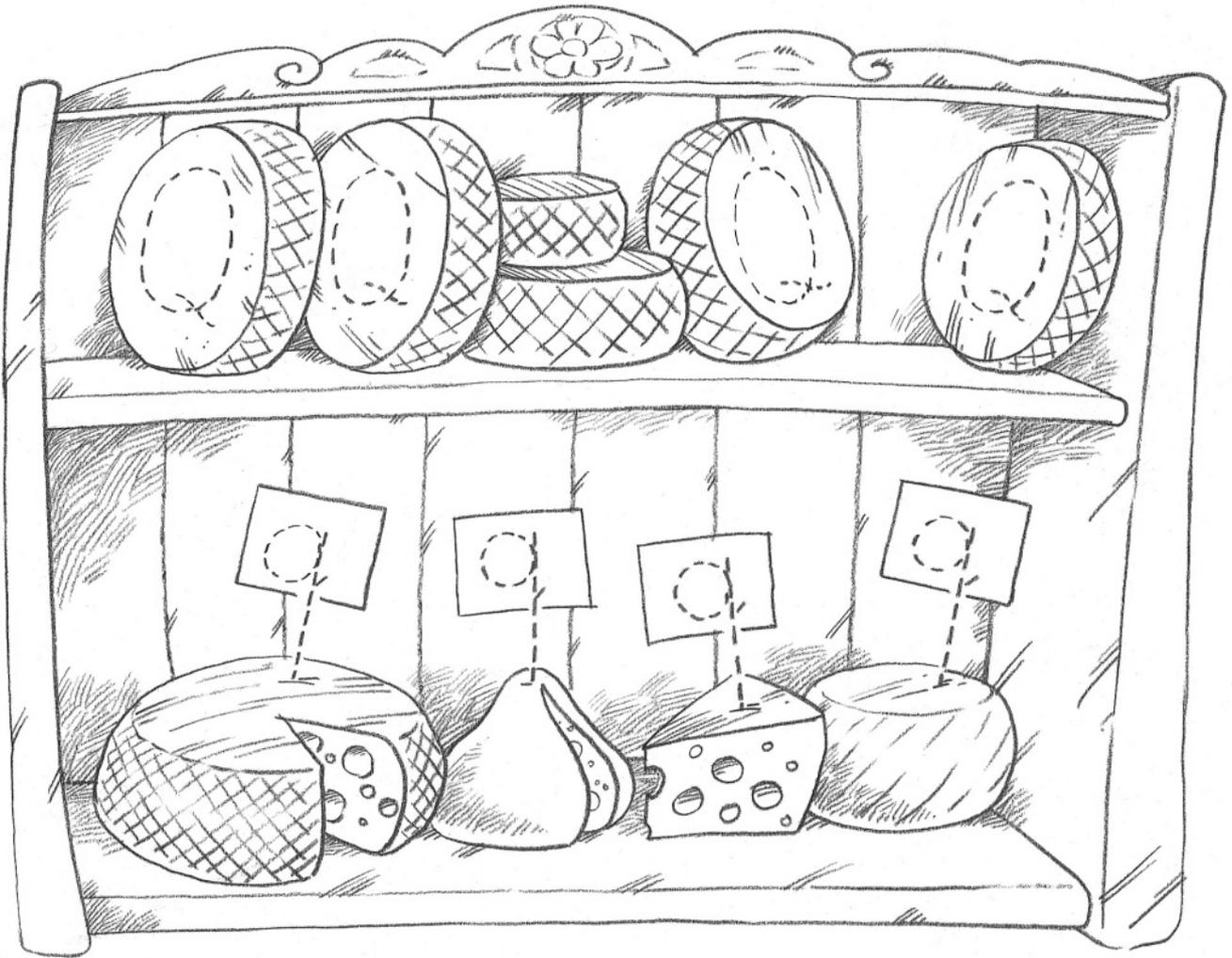
- La cuna y la casa.

La cuna

- La cometa de Paco.

La cometa

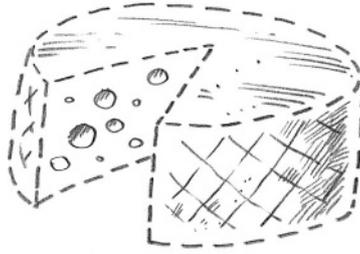
q Q



- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra q, Q.

- Escribir las sílabas *que*, *qui*; trabajar la correcta realización del enlace de las letras.

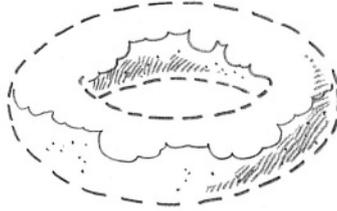
q Q



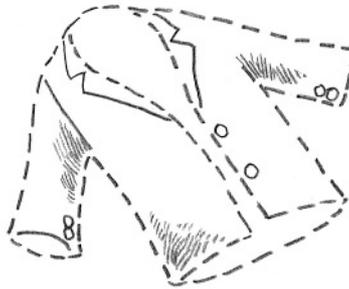
queso



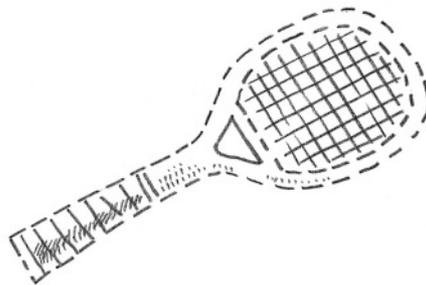
quiosco



rosquilla



chaqueta



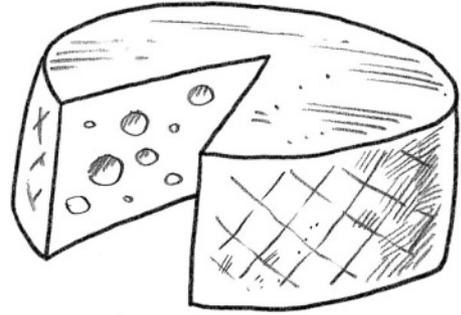
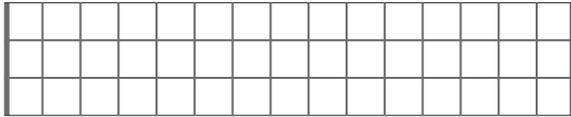
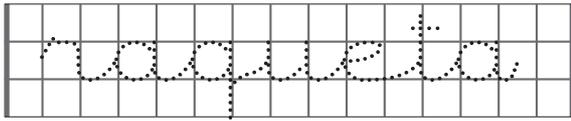
raqueta

- Repasar los trazos punteados.
- Identificar los dibujos; unir cada palabra con el dibujo y la sílaba correspondientes.
- Rodear las sílabas dentro de las palabras atendiendo al código: *que*: verde; *qui*: amarillo.

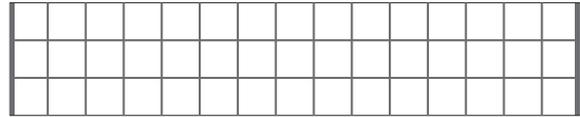
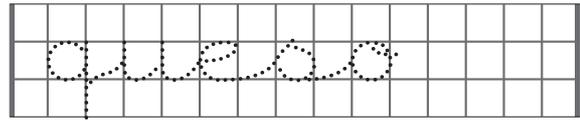
q Q



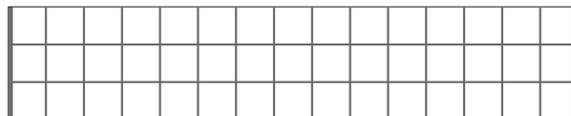
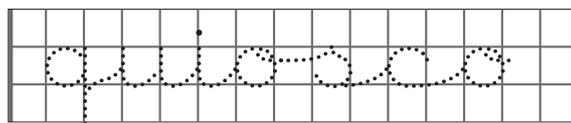
raqueta



queso



quiosco



q Q



- Tengo dos raquetas.

Tengo



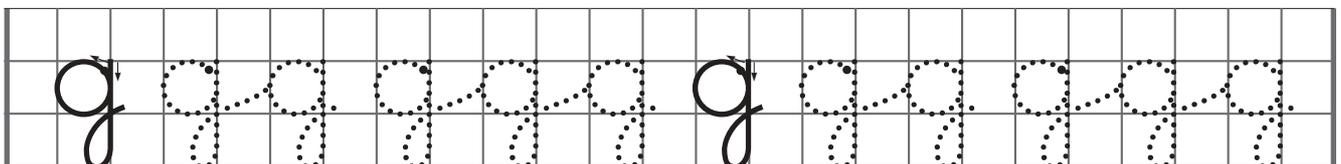
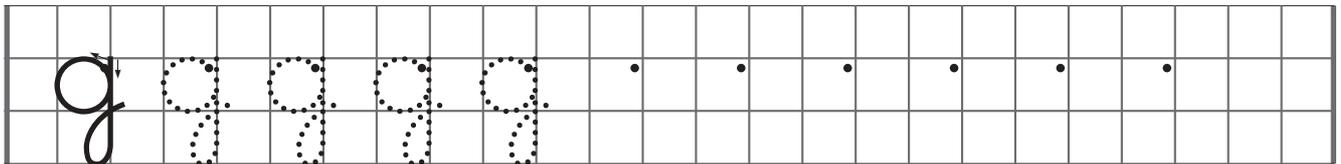
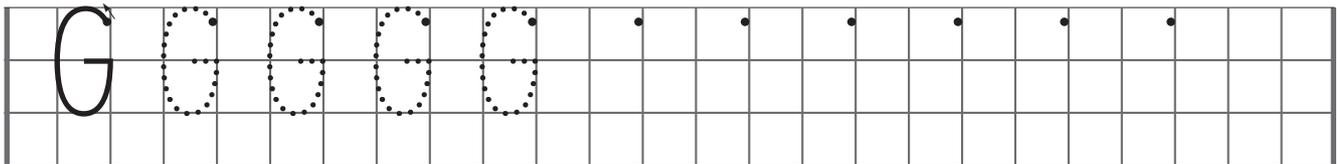
- Luis se come el queso.

Luis se come

g G



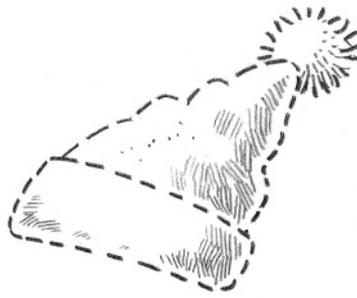
© 2003 Santillana Educación, S. L.



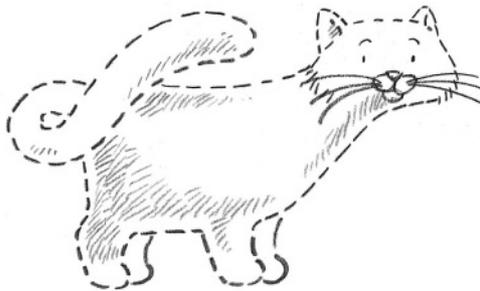
- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra g, G.

- Repasar y trabajar la correcta realización del enlace.

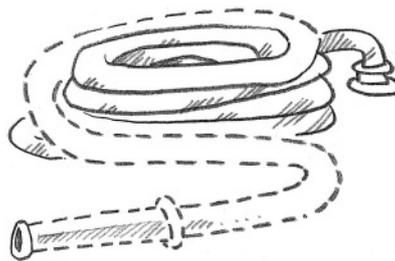
g G



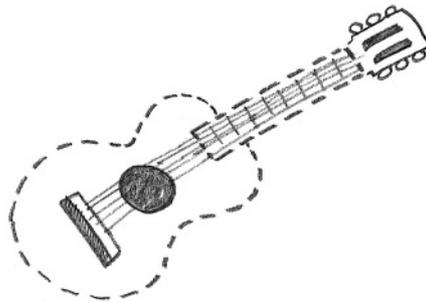
gorro



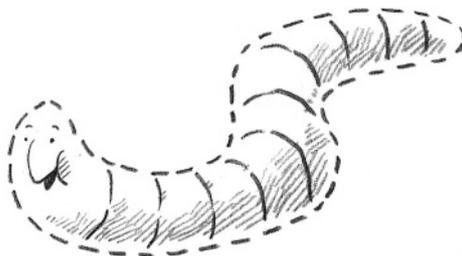
gato



manguera

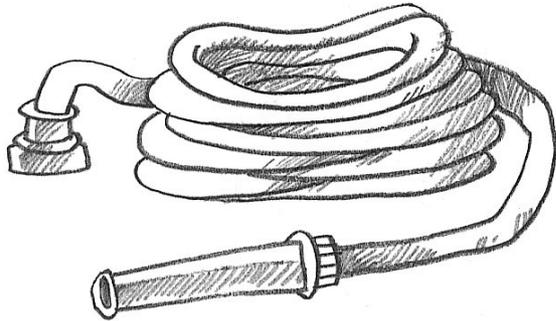


guitarra

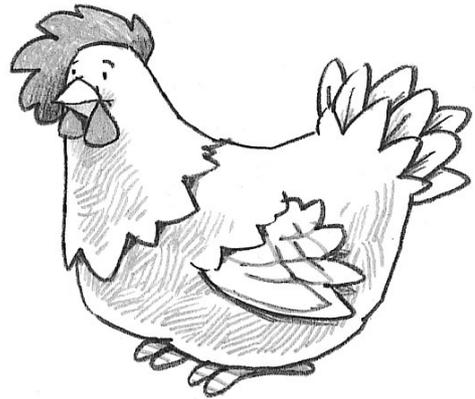
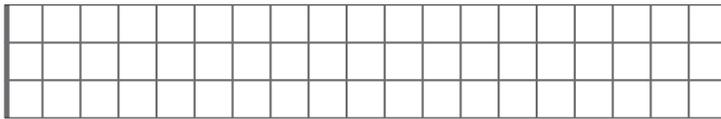
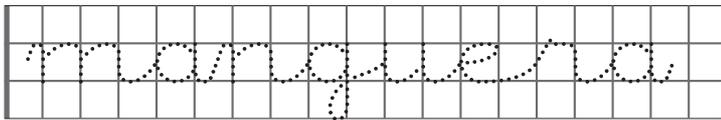


gusano

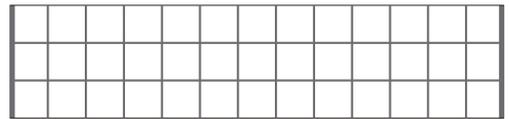
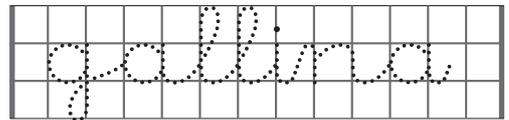
g G



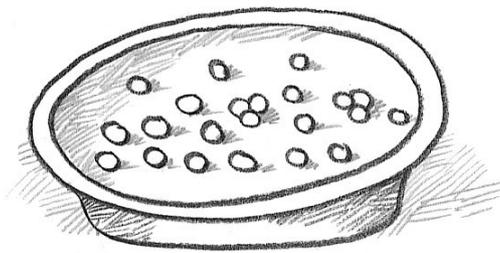
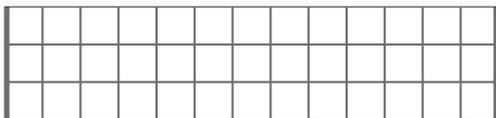
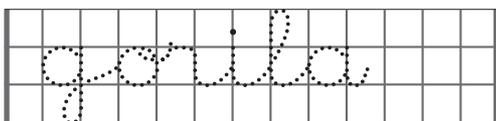
manguera



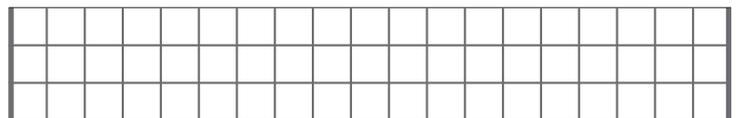
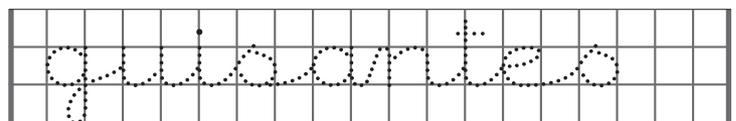
gallina



gorila



guisantes



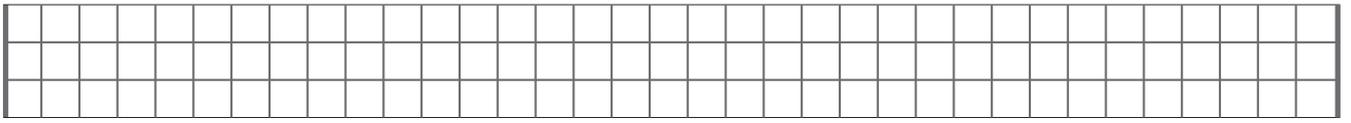
- Identificar los dibujos.
- Leer las palabras.

- Escribir las palabras copiándolas del modelo.

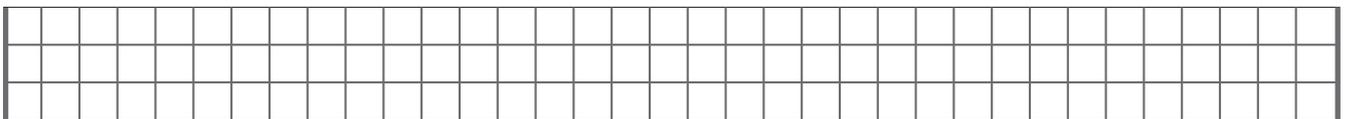
g G



● Tengo una guitarra.

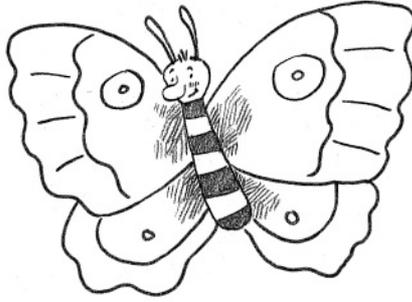


● Una gorra rosa.



- Leer las oraciones y escribirlas debajo.
- Realizar un dibujo alusivo a cada una de las frases.

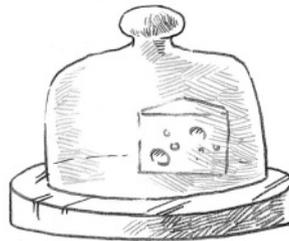
— r R (sonido suave)



mariposa



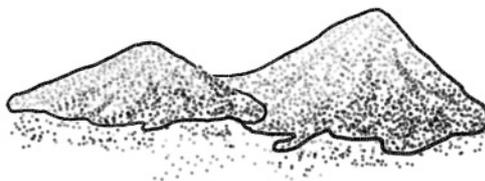
tesoro



quesera



piruleta



arena



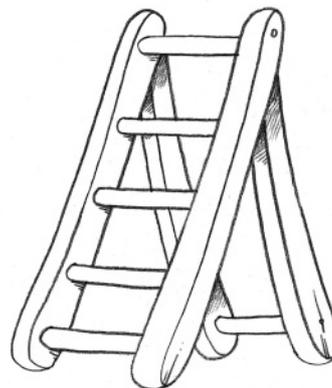
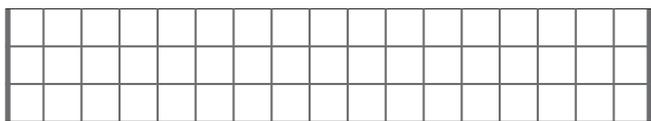
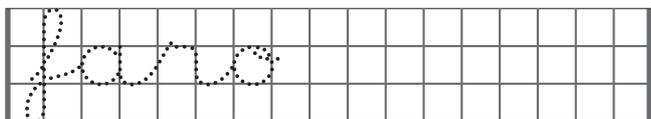
■ Unir cada palabra con el dibujo y la sílaba correspondientes.

■ Rodear las sílabas dentro de las palabras atendiendo al código:
ro: rojo; ra: azul; re: verde; ri: amarillo; ru: negro.

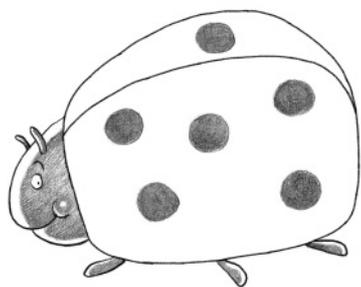
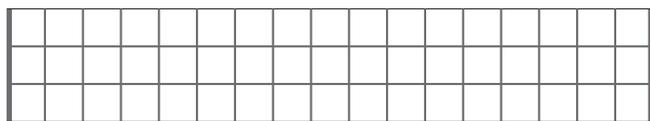
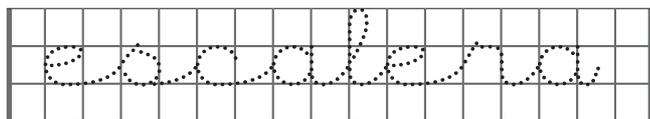
— r R (sonido suave) _____



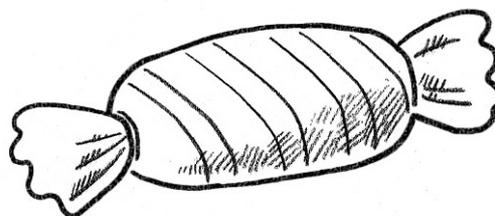
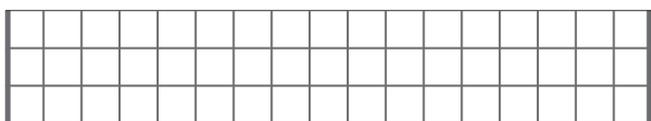
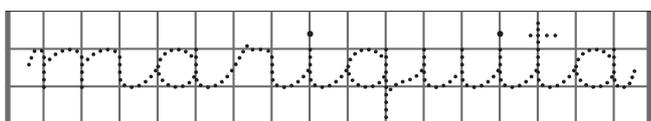
faro



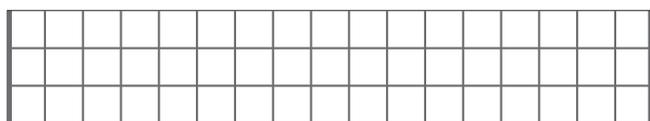
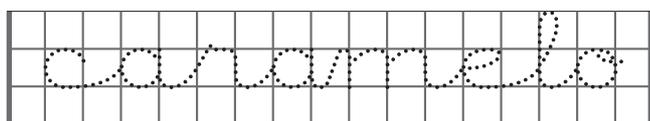
escalera



mariposa



caramelo

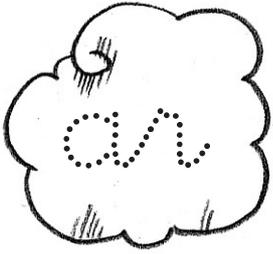


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- Identificar los dibujos.
- Leer las palabras.

- Escribir las palabras copiándolas del modelo.

— r R (sonido suave) —



hormiga



carta

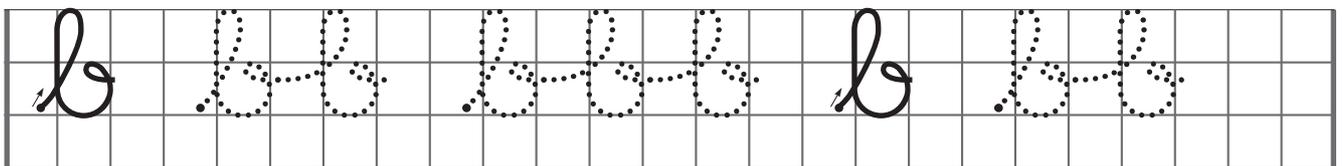
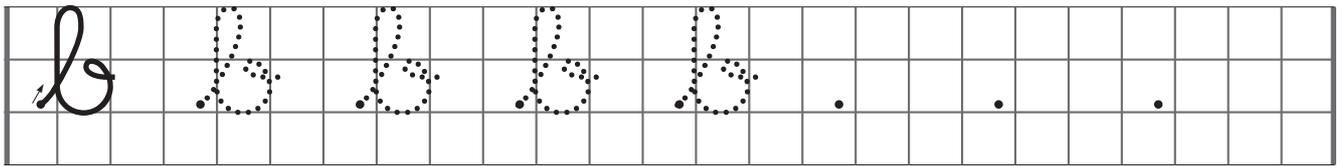
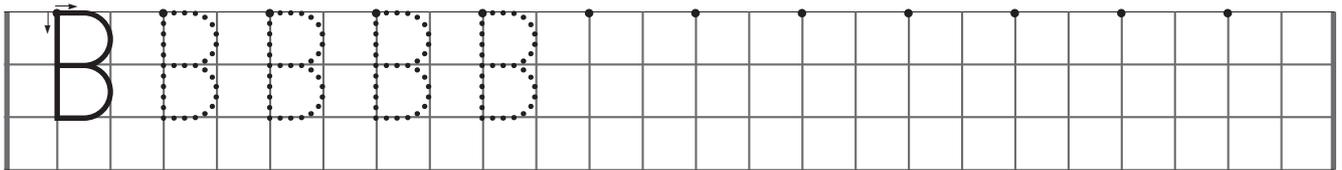
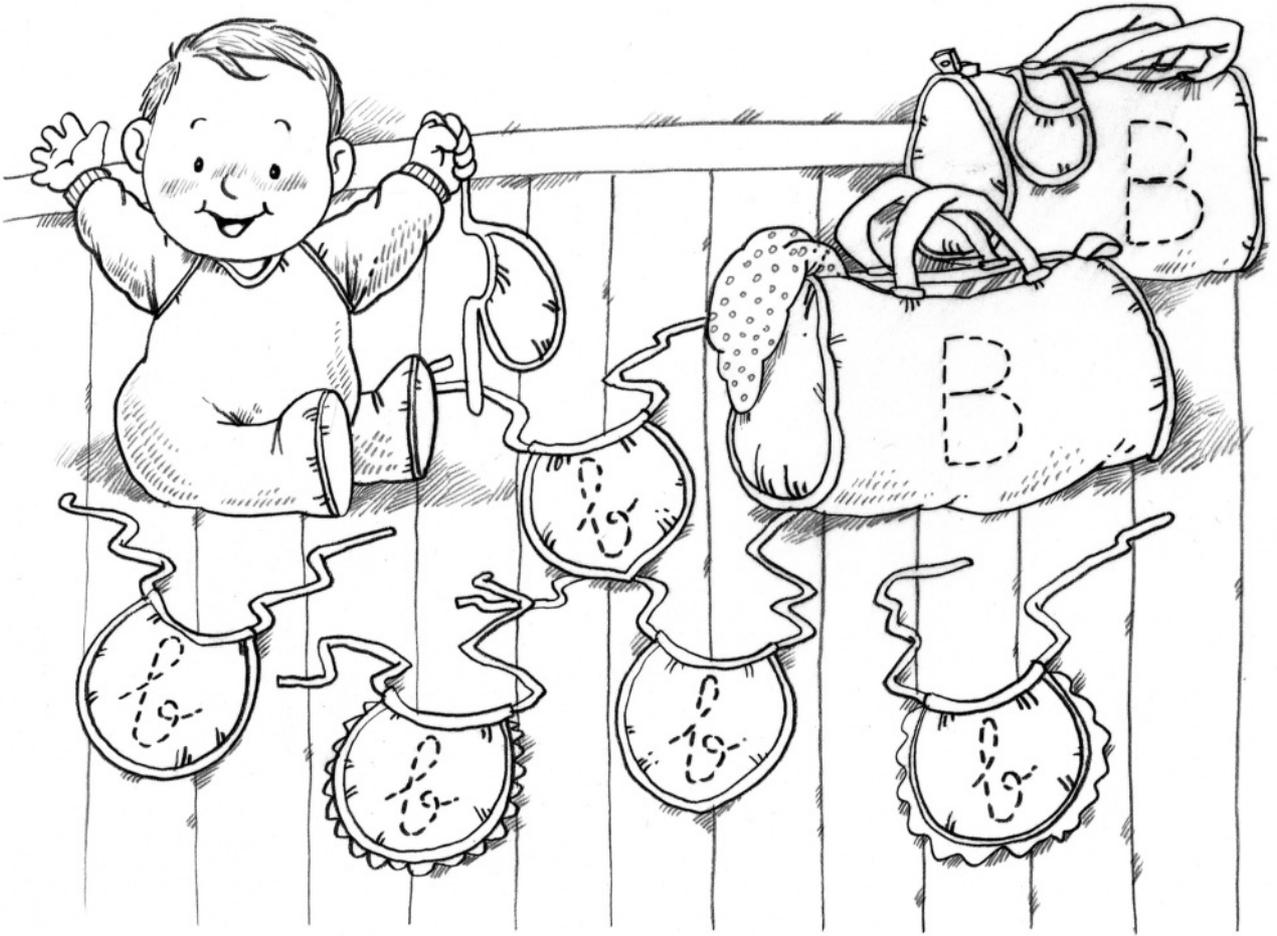


furgoneta



persona

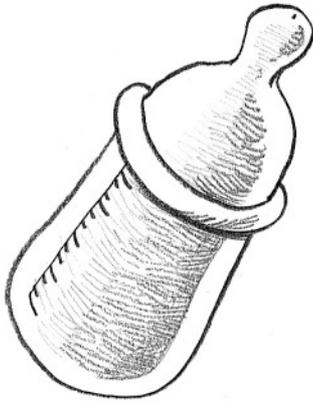
b B



■ Repasar en la ilustración los trazos punteados. Comentar su parecido con la *b* minúscula y mayúscula.

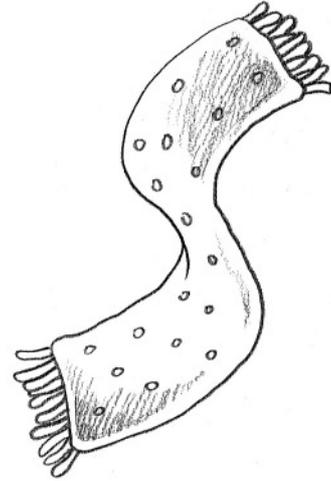
■ Repasar y escribir la grafía de la letra *b*, *B*. Trabajar la correcta realización del enlace.

b B



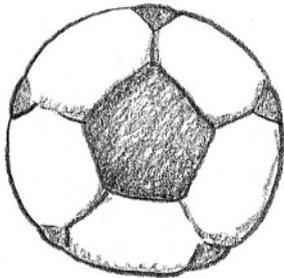
bi bu bo

berón



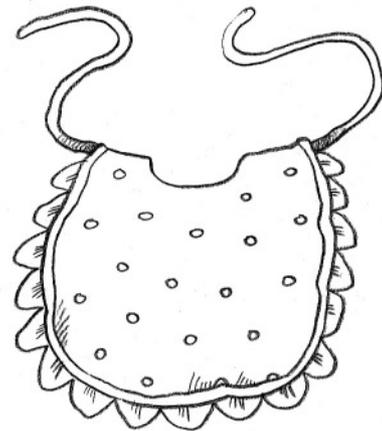
bi bu bo

fanda



be ba bi

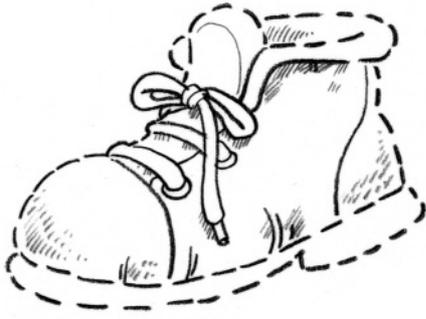
lón



be ba bi

berco

l B



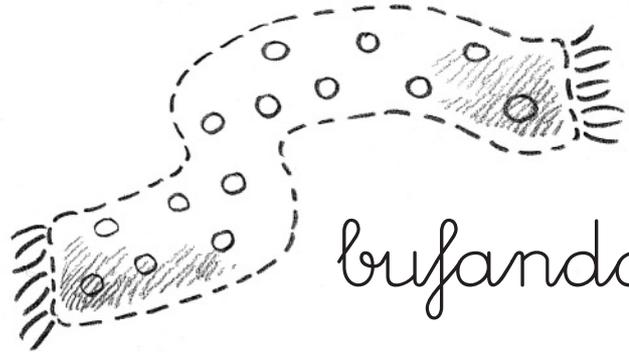
bota



batido



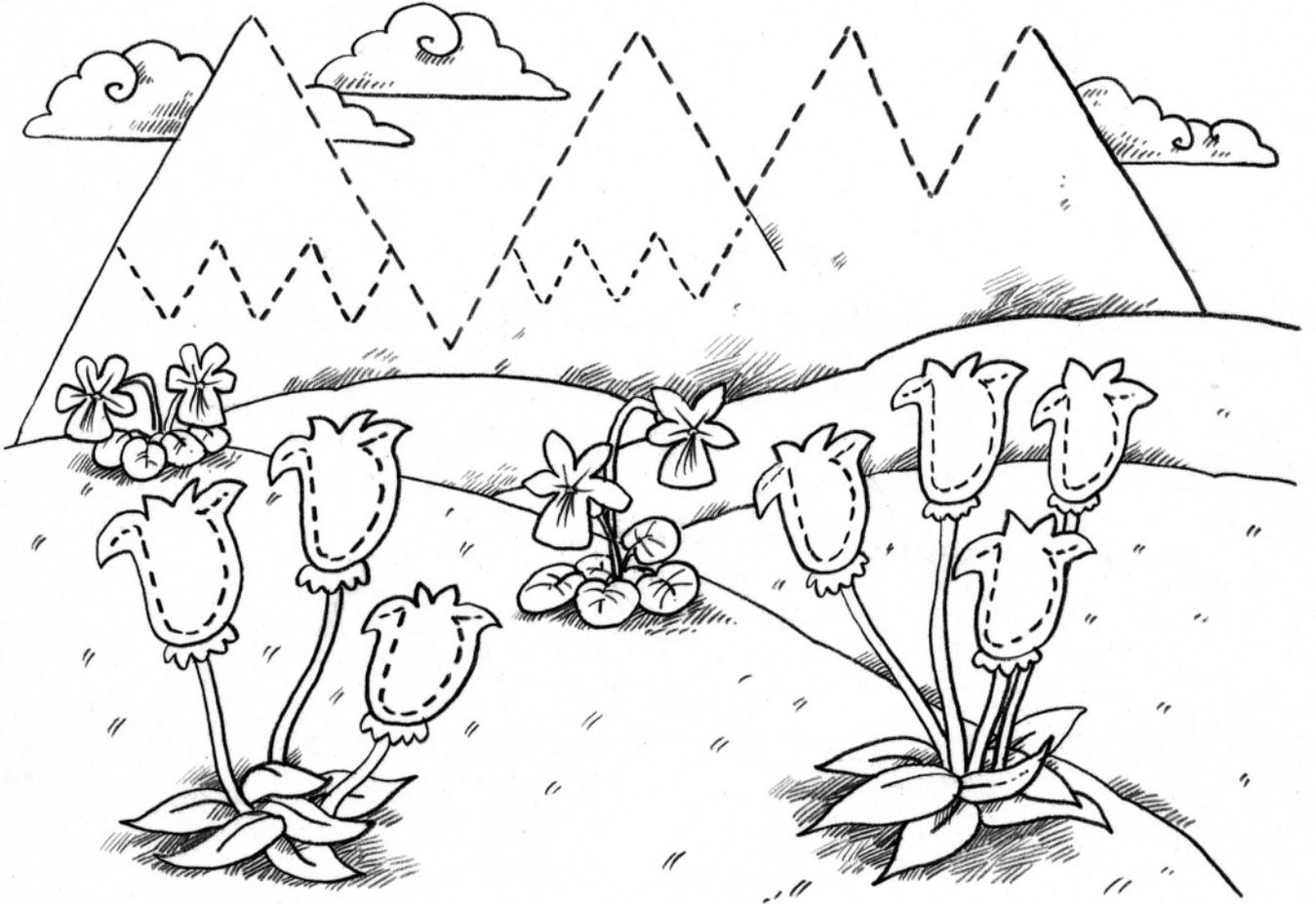
bebé



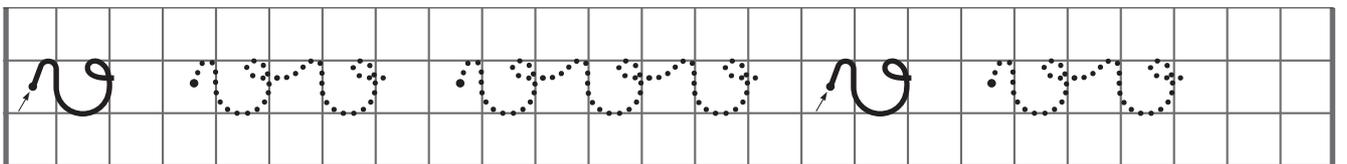
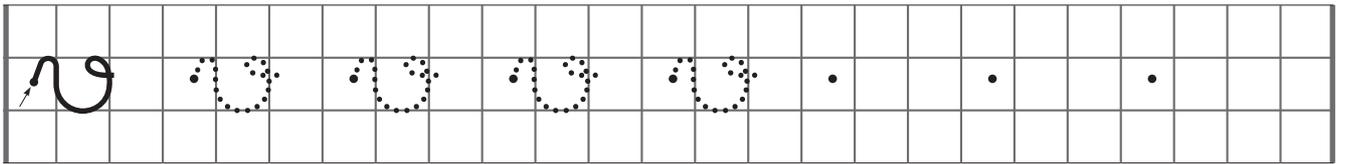
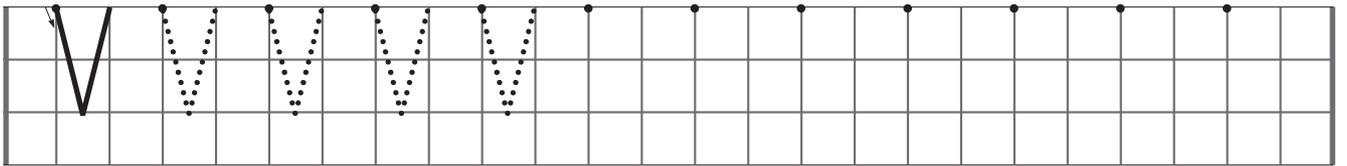
bufanda

- La _____ tiene .
- El _____ es de .
- El _____ toma .
- La _____ tiene .

v V



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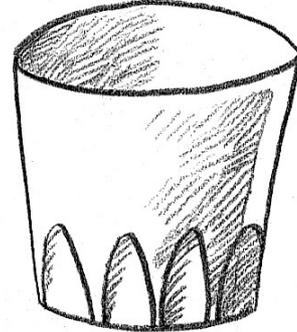
■ Repasar en la ilustración los trazos punteados. Comentar su parecido con la v minúscula y mayúscula.

■ Repasar y escribir la letra v. Trabajar la correcta realización del enlace.

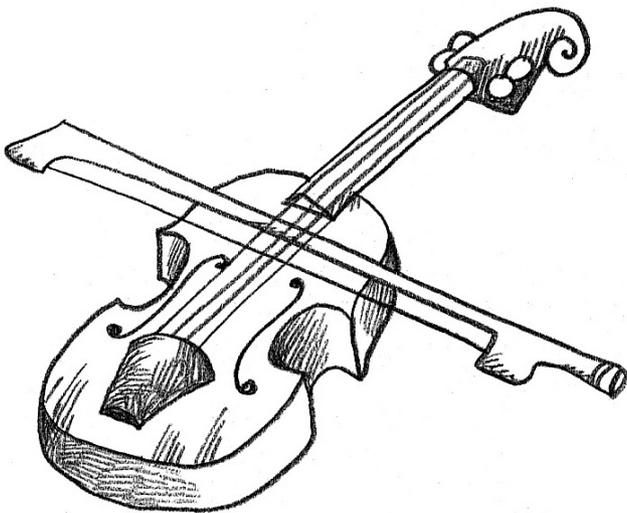
v V



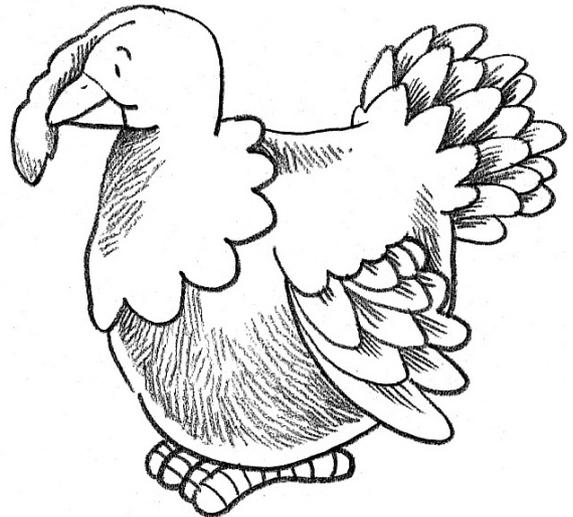
vela



vaso



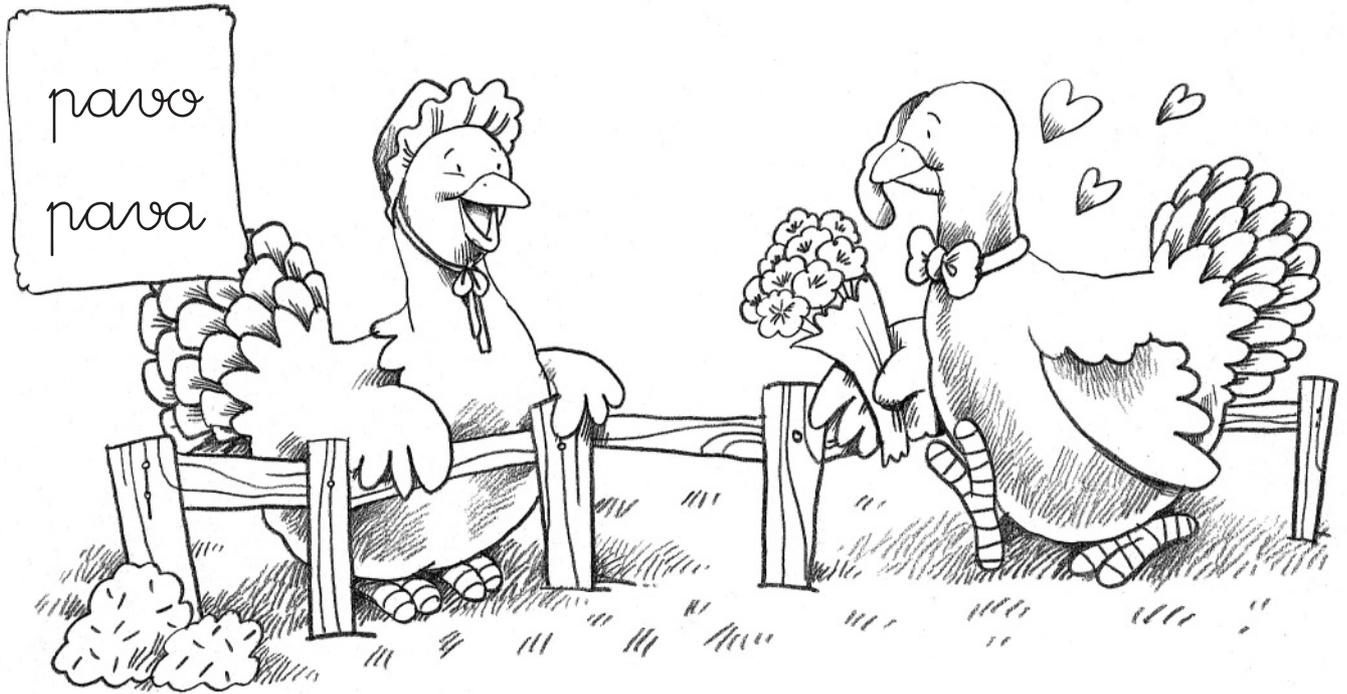
violín



pavo

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— v V —



- La _____ y el _____.
- El _____ visita a la _____.
- El _____ ama a la _____.

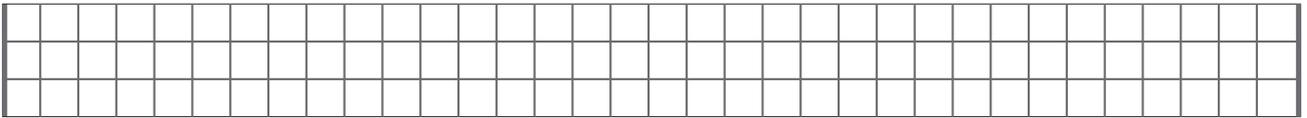
■ Describir la escena; leer las palabras del cartel.
 ■ Completar las frases con la palabra que falta.

■ Escribir y leer las frases completas.

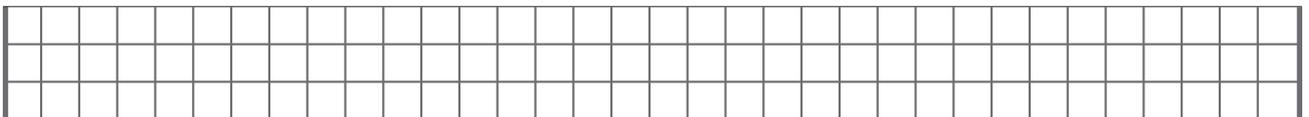
— v V —



- Una vela verde.

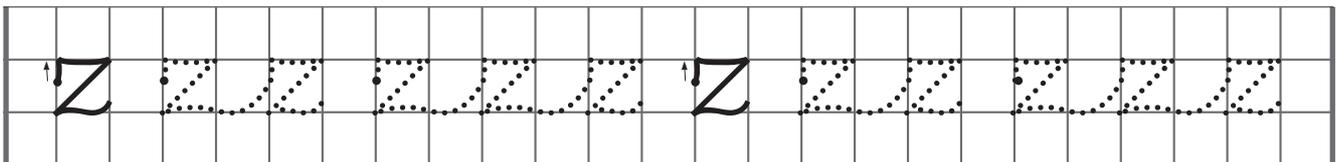
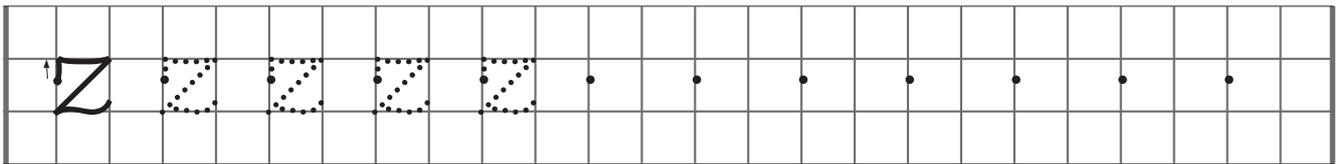
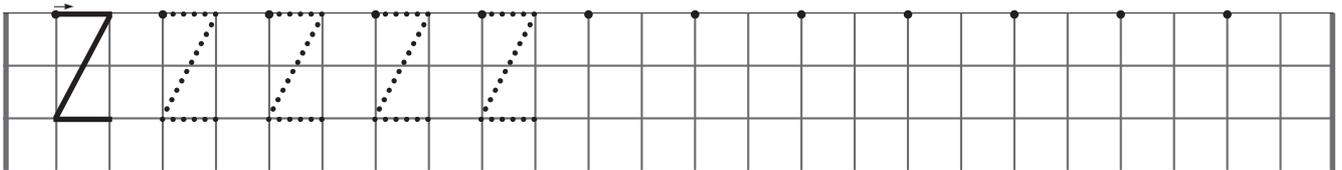


- El vaso tiene vasos.



-z Z

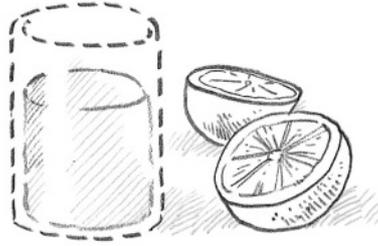
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- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra z, Z.

- Trabajar la correcta realización del enlace de la letra z.

z Z



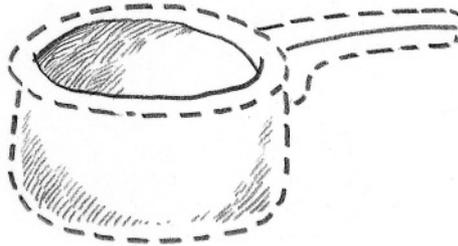
zumo



zapato



lazo



cazo



zorro

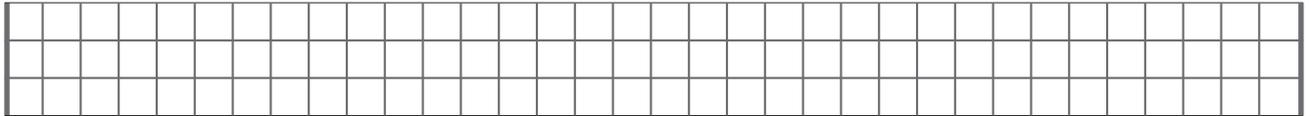
- Repasar los trazos punteados.
- Identificar los elementos; unir cada palabra con el dibujo y la sílaba correspondientes.

- Rodear las sílabas dentro de las palabras atendiendo al código: za: azul; zo: rojo; zu: negro.

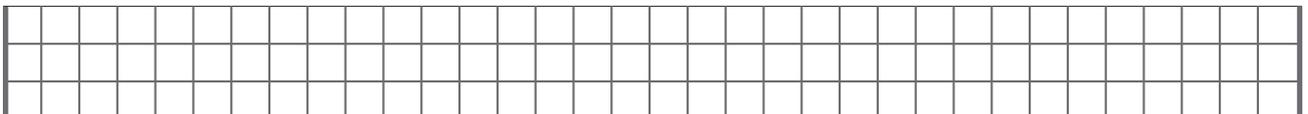
— z Z —



- El vaso tiene zumo.



- Un zapato azul.



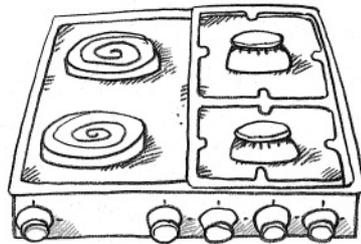
— c C (ce, ci) _____



pecera



ciruela



cocina



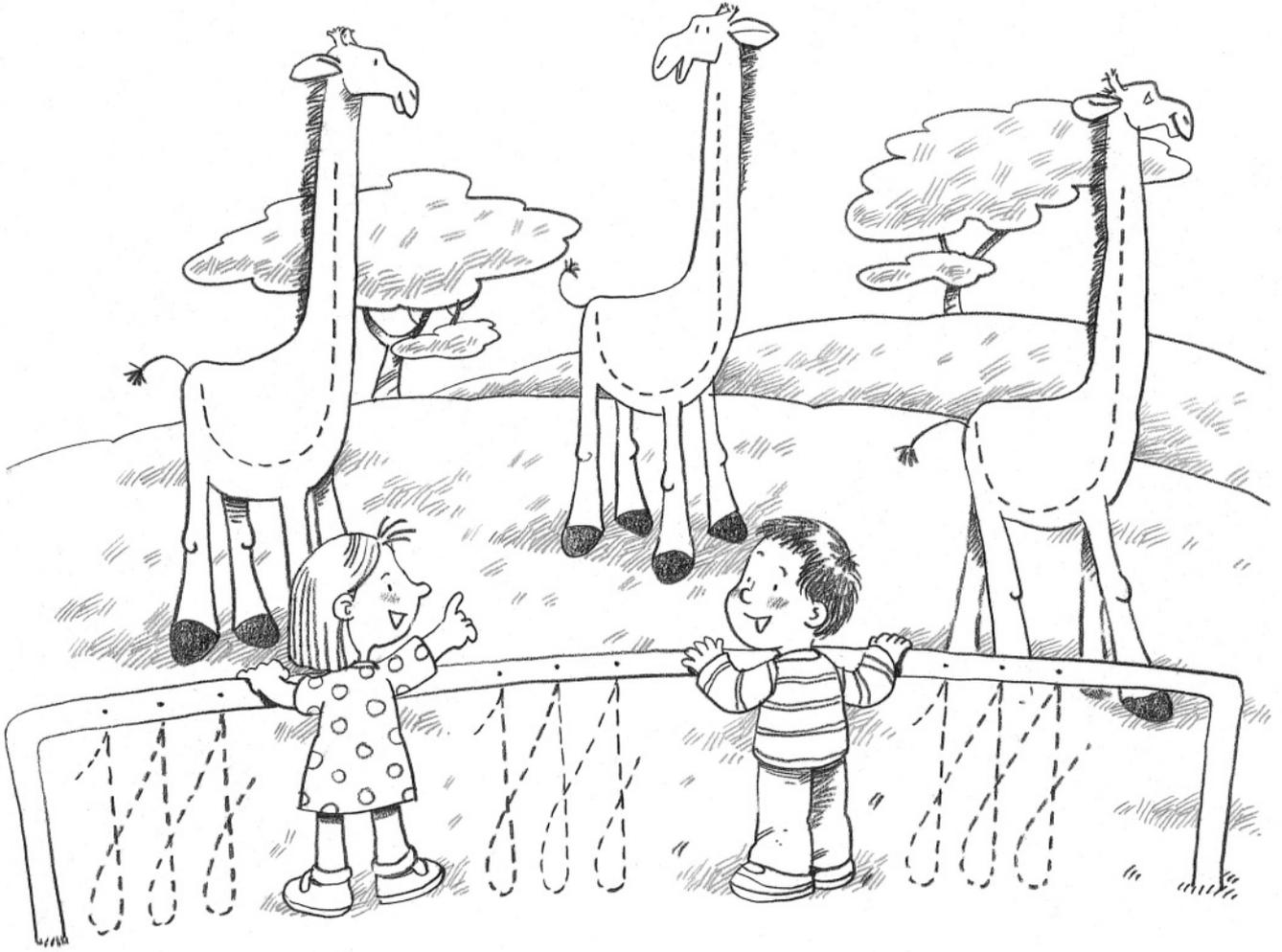
cerilla

— c C (ce, ci) —

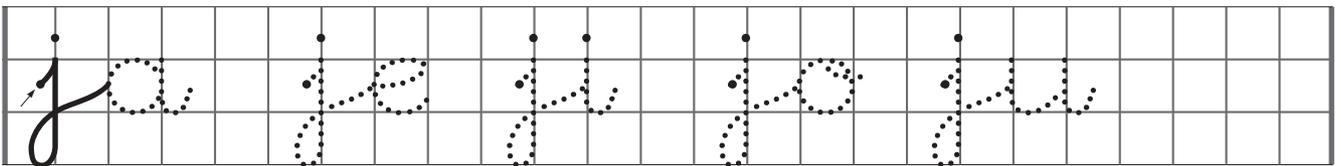
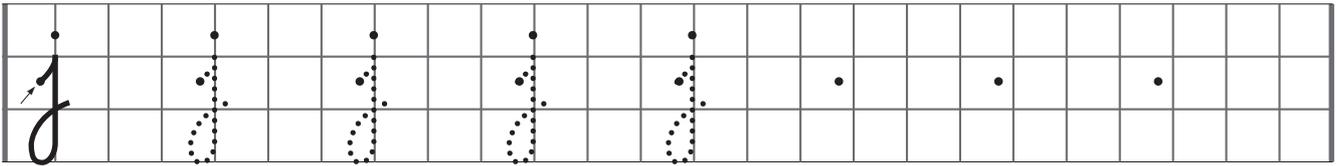
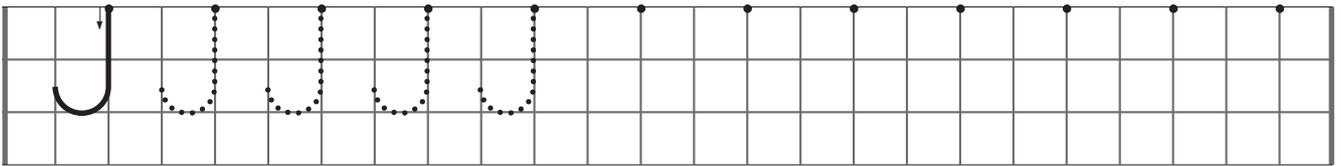
- El pez en la pecera.

- Celia come ciruelas.

j J



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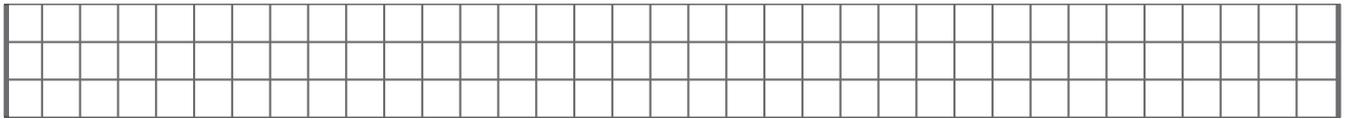
■ Repasar los trazos punteados de los dibujos.

■ Repasar y escribir la grafía de la letra j, J. Trabajar la correcta realización del enlace de la letra j con cada vocal.

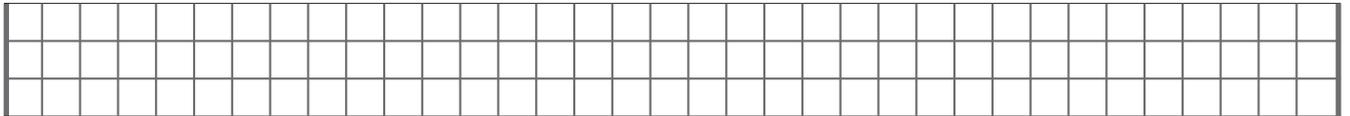
— j J —————



● El garaje de Juan.



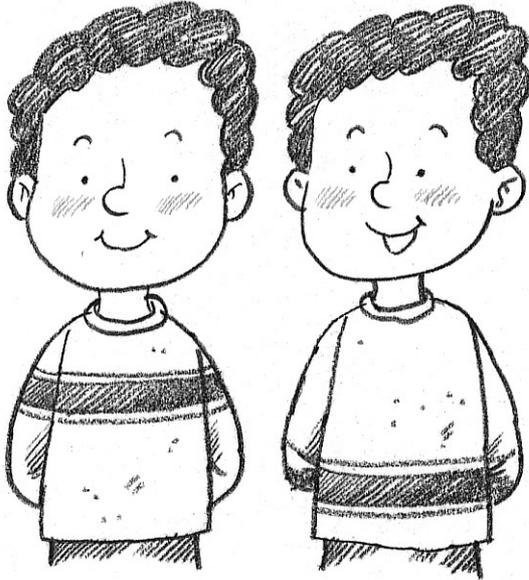
● Un pájaro en la jaula.



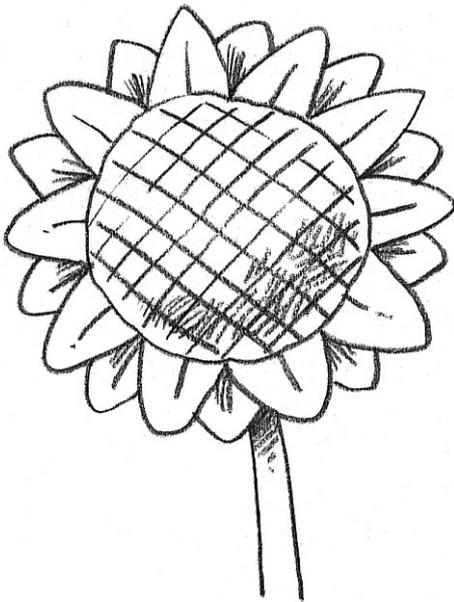
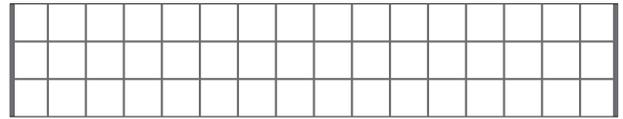
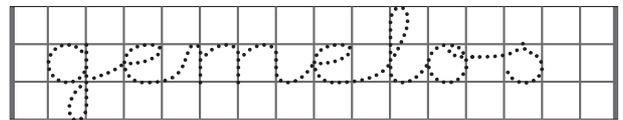
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- Leer las oraciones y escribirlas debajo.
- Realizar un dibujo alusivo a cada una de las frases.

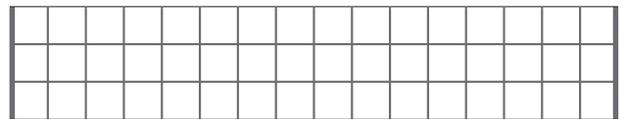
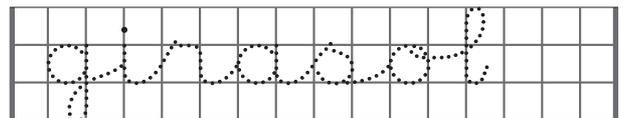
ge / gi



gemelos



girasol



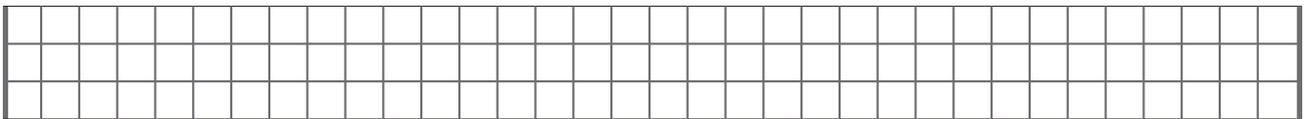
- Identificar los dibujos y leer las palabras.
- Repasar las sílabas y las palabras.

- Escribir las palabras copiándolas del modelo.

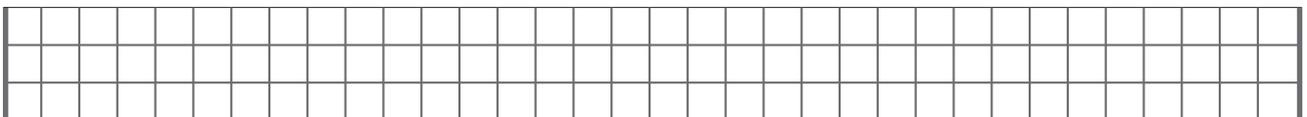
— ge / gi —



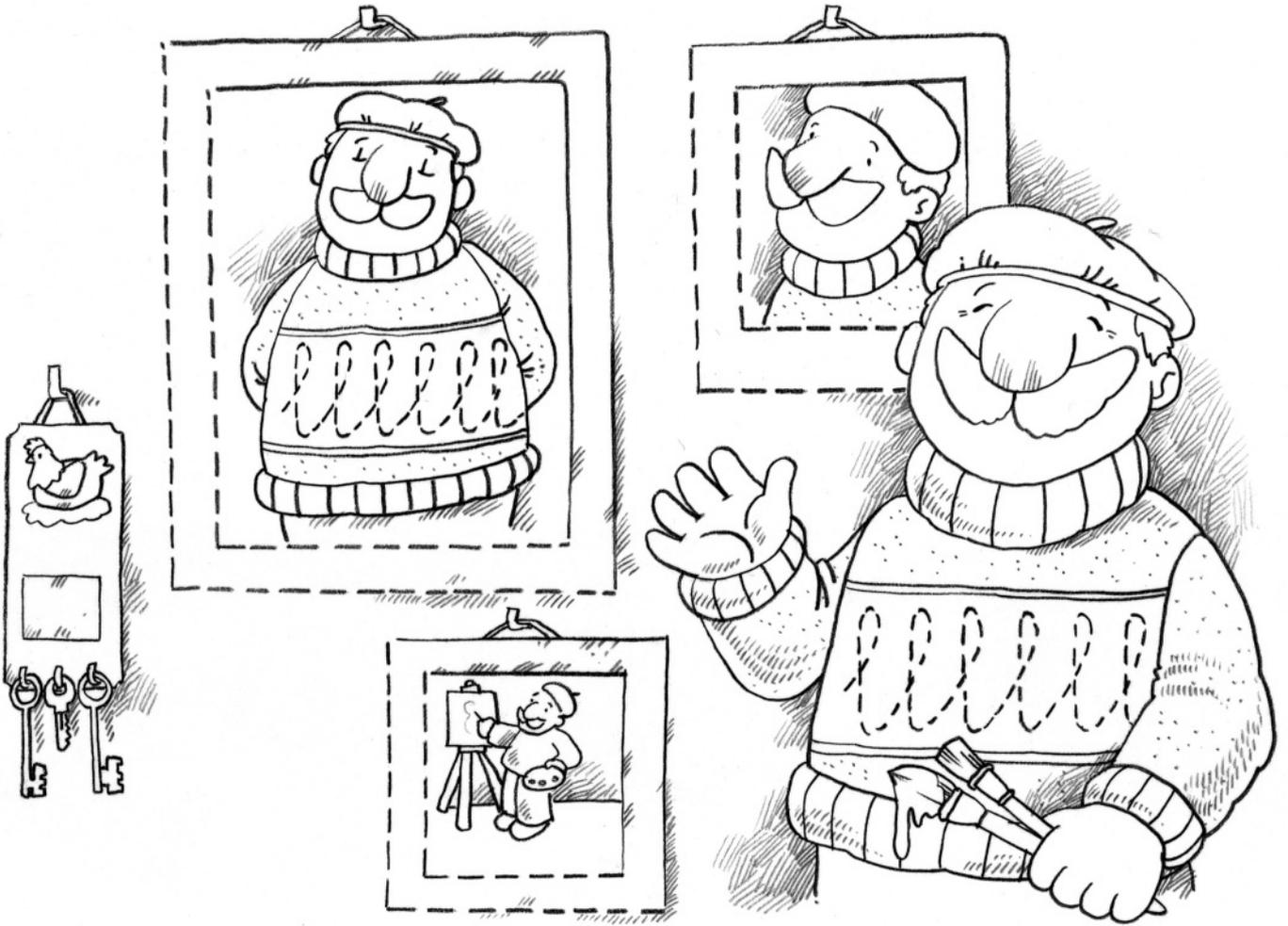
- Un geranio rojo.



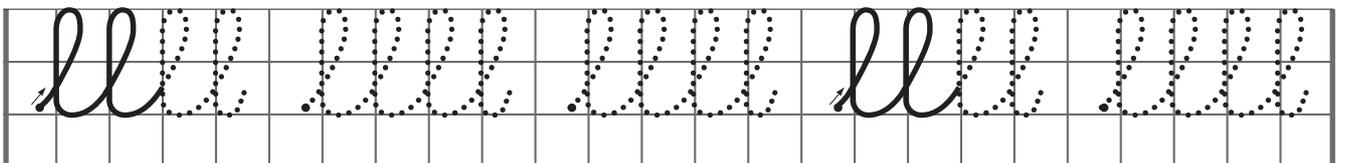
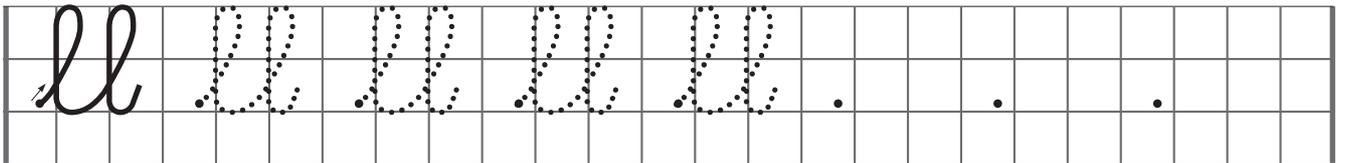
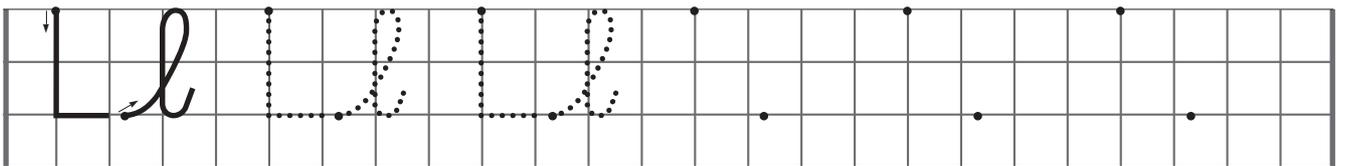
- El gigante duerme.



ll Ll



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■ Repasar los trazos punteados de los dibujos.

■ Repasar y escribir la grafía de la letra ll, Ll. Trabajar la correcta realización del enlace.

ll Ll



lla

lle

ani_____

llo

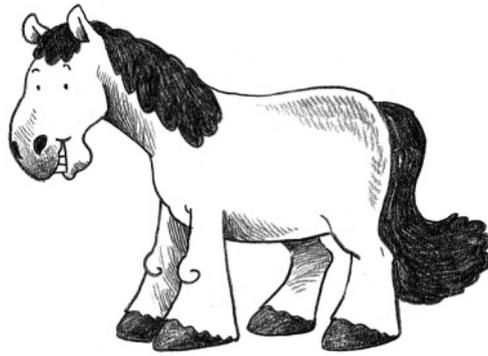


llo

llu

bote_____

lla



llo

llu

caba_____

lla

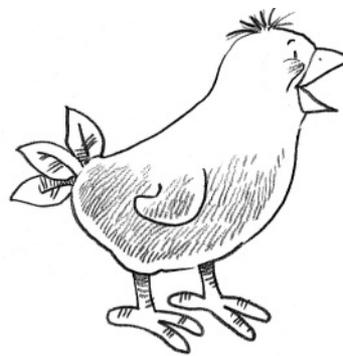


llo

llu

_____via

lla



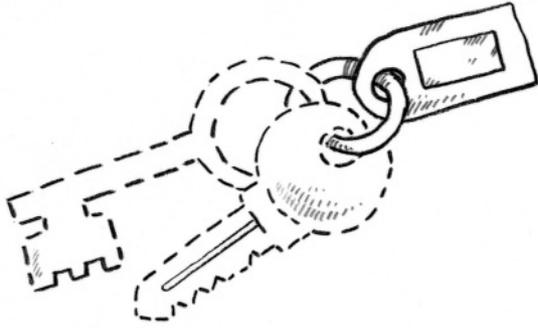
lli

llo

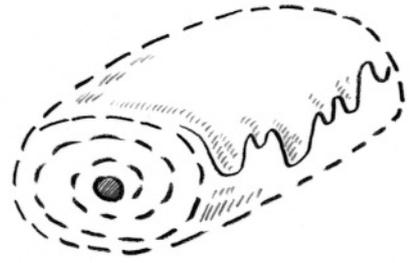
pe_____to

lla

ll Ll



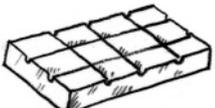
llaves



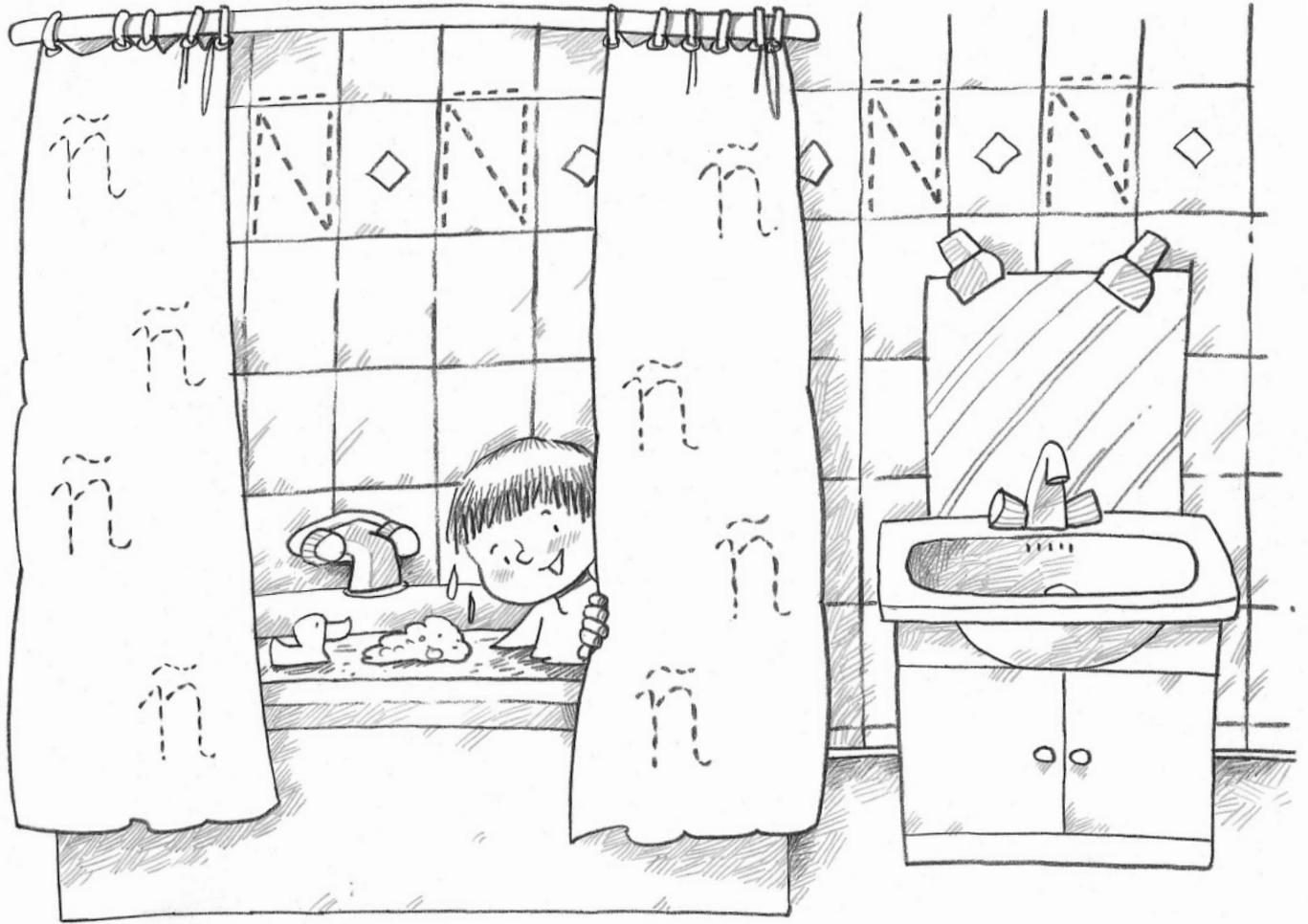
bollo



pollito

- El  tiene dos _____.
- El _____ es de .
- El _____ bebe en un .

ñ Ñ



Ñ Ñ Ñ Ñ Ñ

ñ ñ ñ ñ ñ . . .

ña ñe ñi ño ñu

- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra ñ, Ñ.

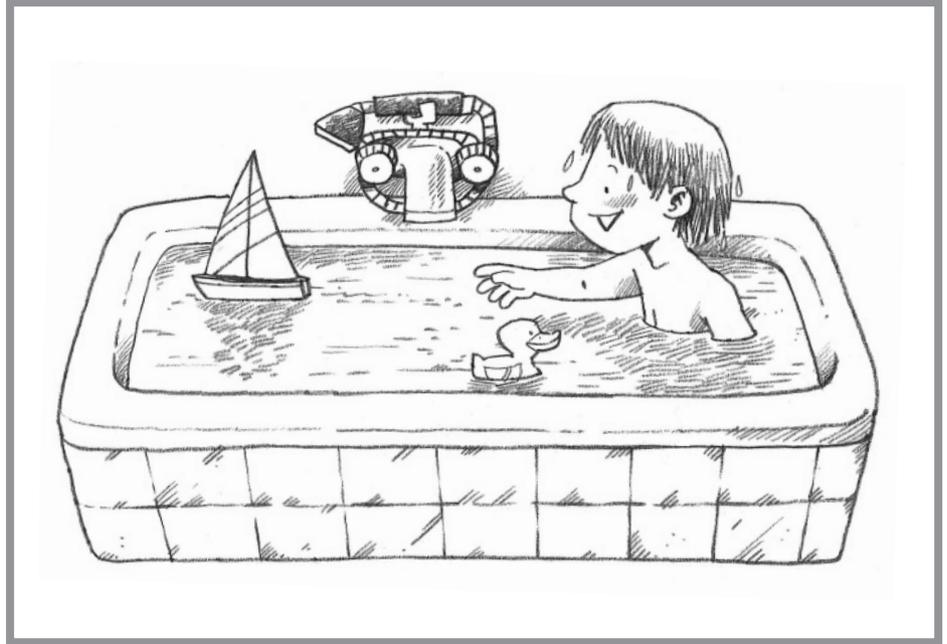
- Repasar las sílabas ña, ñe, ñi, ño, ñu; trabajar la correcta realización del enlace de la letra ñ con cada vocal.

ñ Ñ

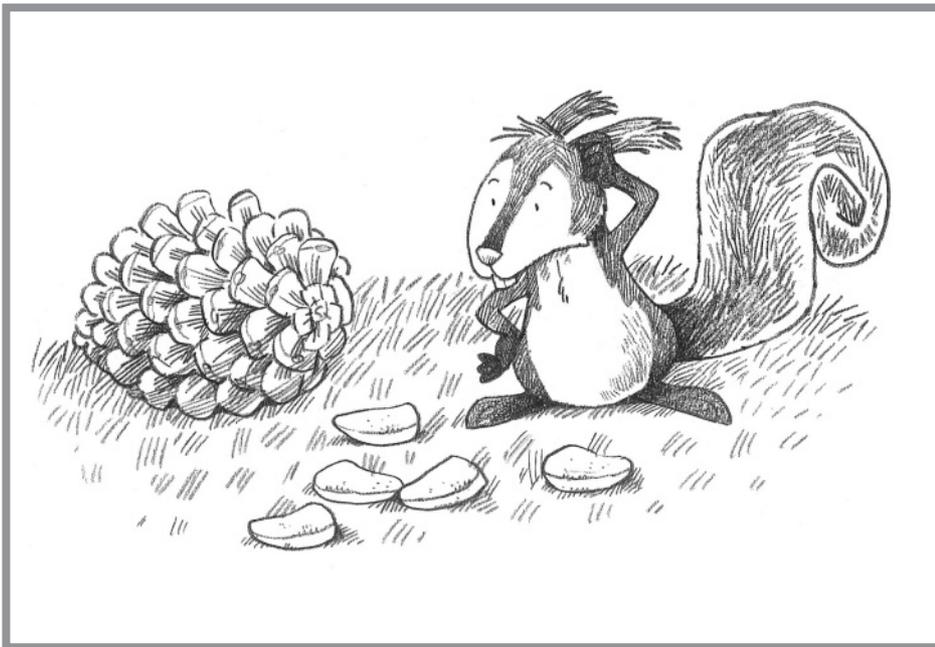
bañar

baña

baño



- El niño se _____ en la bañera.



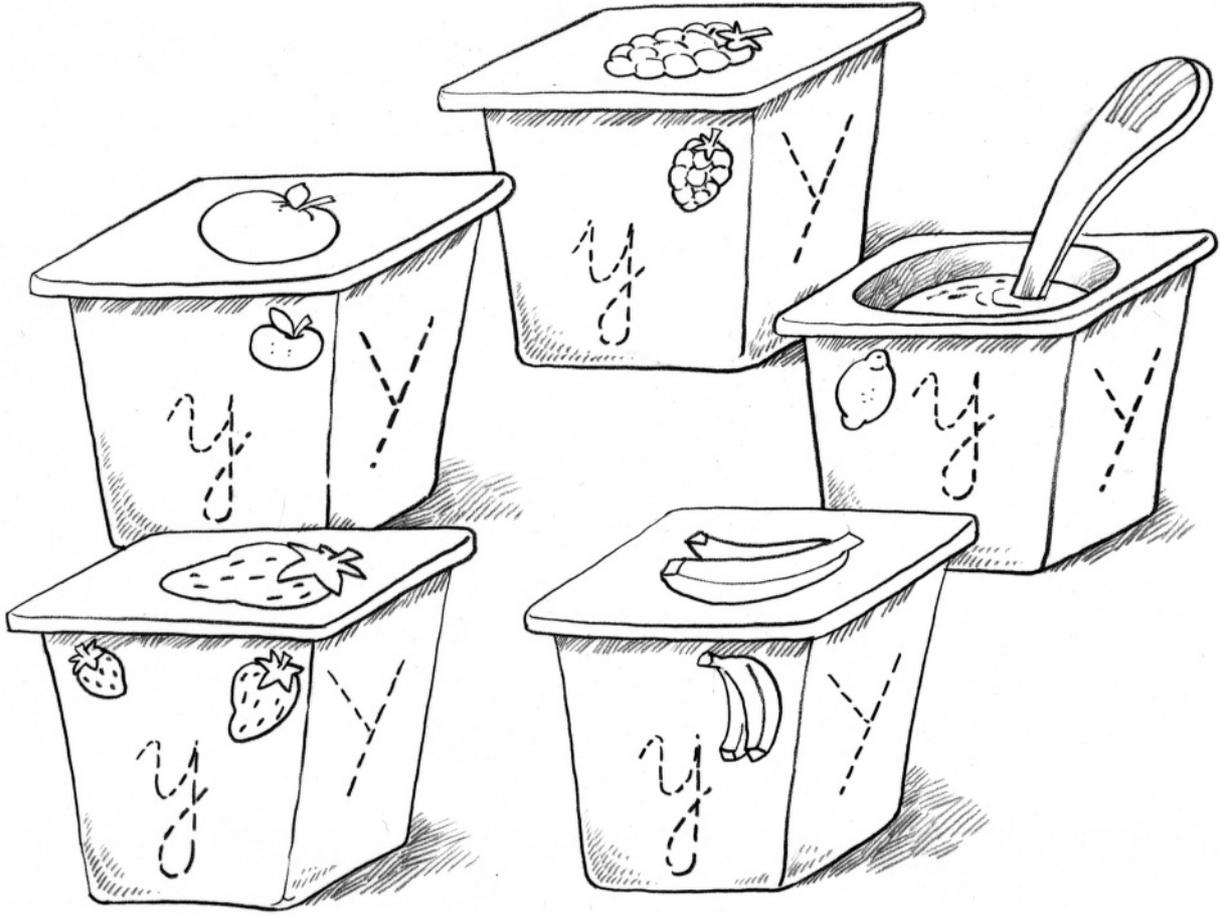
pino

puño

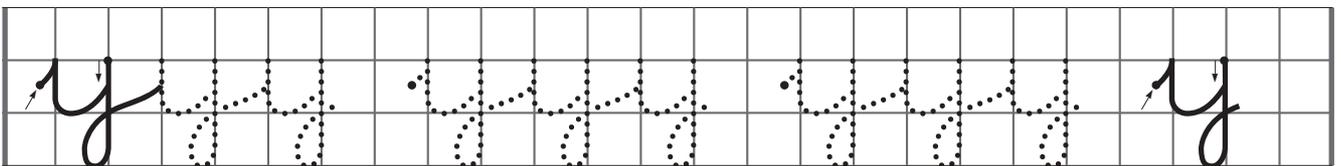
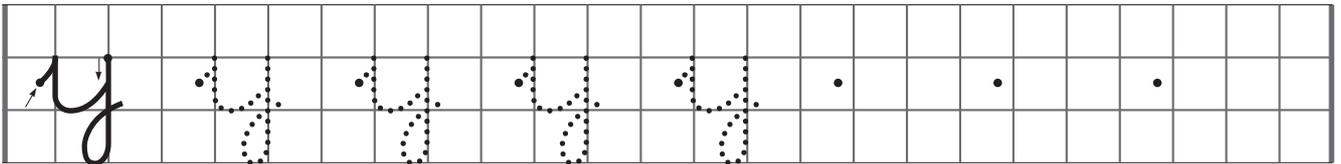
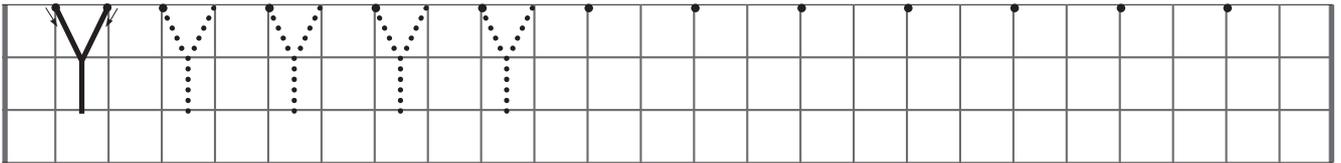
piña

- La _____ tiene cinco piñones.

y Y



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■ Repasar los trazos punteados de los dibujos.

■ Repasar y escribir la grafía de la letra y, Y. Trabajar la correcta realización del enlace.

y Y



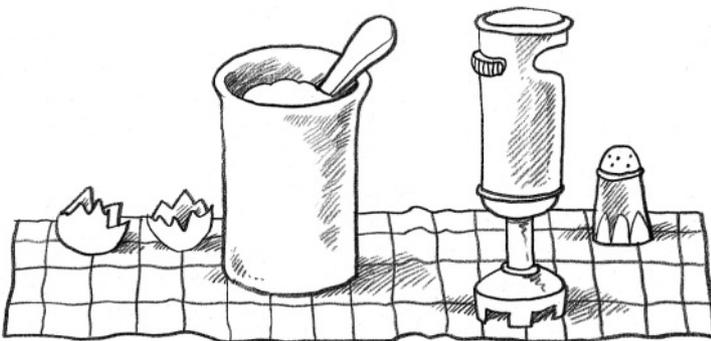
desayuno

● Yo _____ batido y .

bayeta



● Yolanda tiene una _____ de .



mayonesa

● La _____ está en el .

ch Ch



cha

chu

cho

_____ro

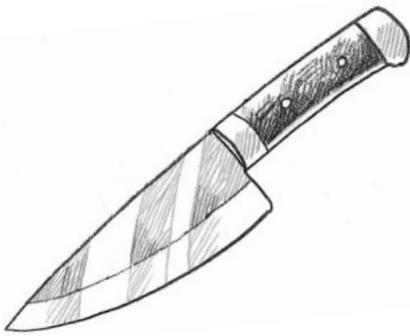


che

cha

chi

co_____



che

chi

cho

cu_____llo



cha

che

cho

cu_____ra



che

cho

chi

_____za



che

cha

chi

_____leco

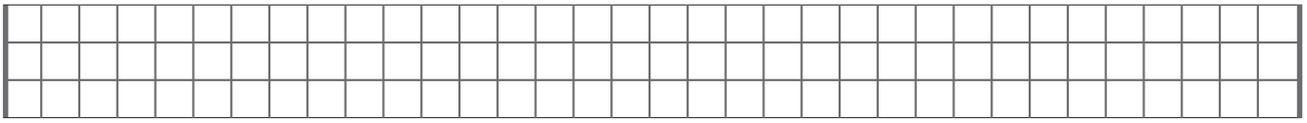
■ Identificar los dibujos; destacar y rodear la sílaba correcta para completar cada palabra.

■ Completar las palabras escribiendo la sílaba que se haya rodeado en cada caso.

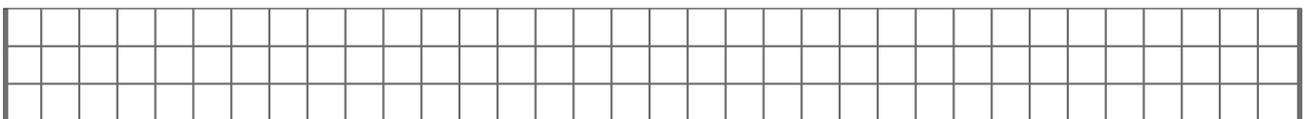
— ch Ch —



- El coche es rojo.



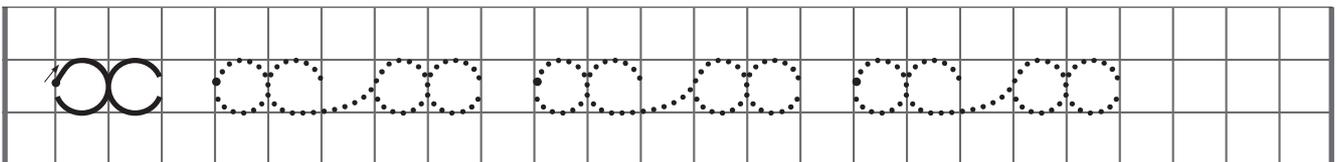
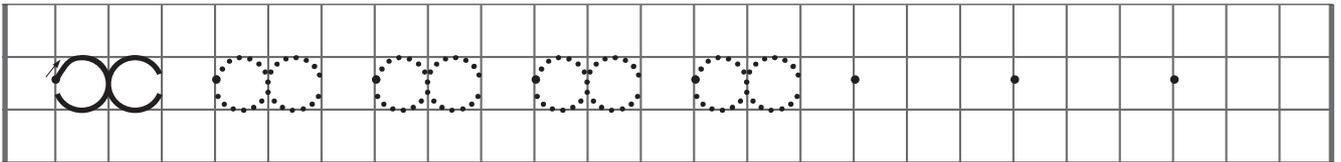
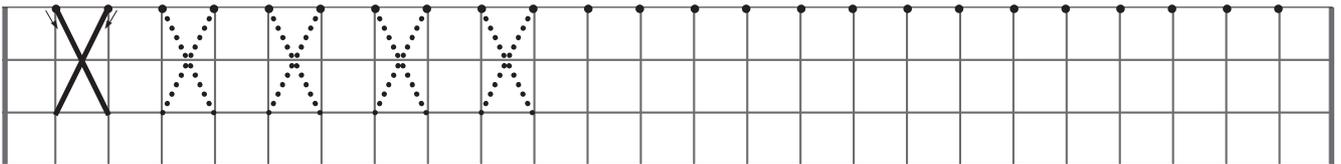
- Un chaleco azul.



x X



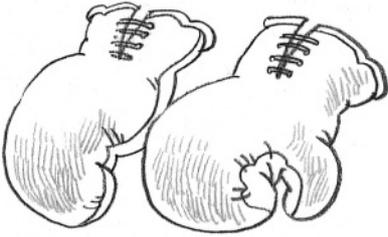
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■ Repasar los trazos punteados del dibujo.

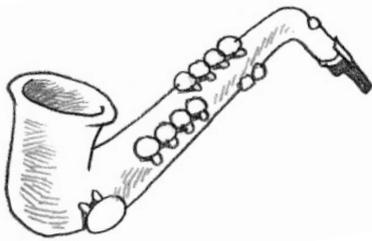
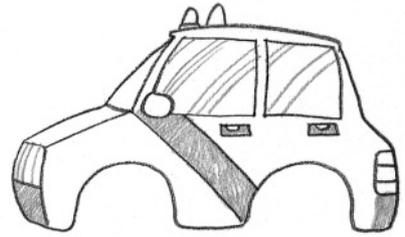
■ Repasar y escribir la grafía de la letra x, X. Trabajar la correcta realización del enlace de la letra x.

 x X



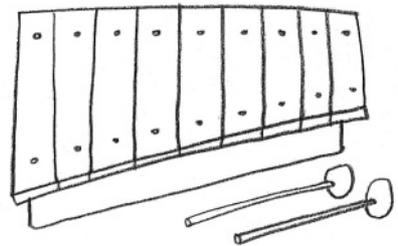
- Tacho los guantes de boxeo.
-

- Pinta las ruedas del taxi.



- Rodeo el saxofón.
-

- Colorea el xilófono de azul.



— x X —



- El boxeador _____ lleva guantes de _____.

- El taxista _____ conduce muy bien el _____.



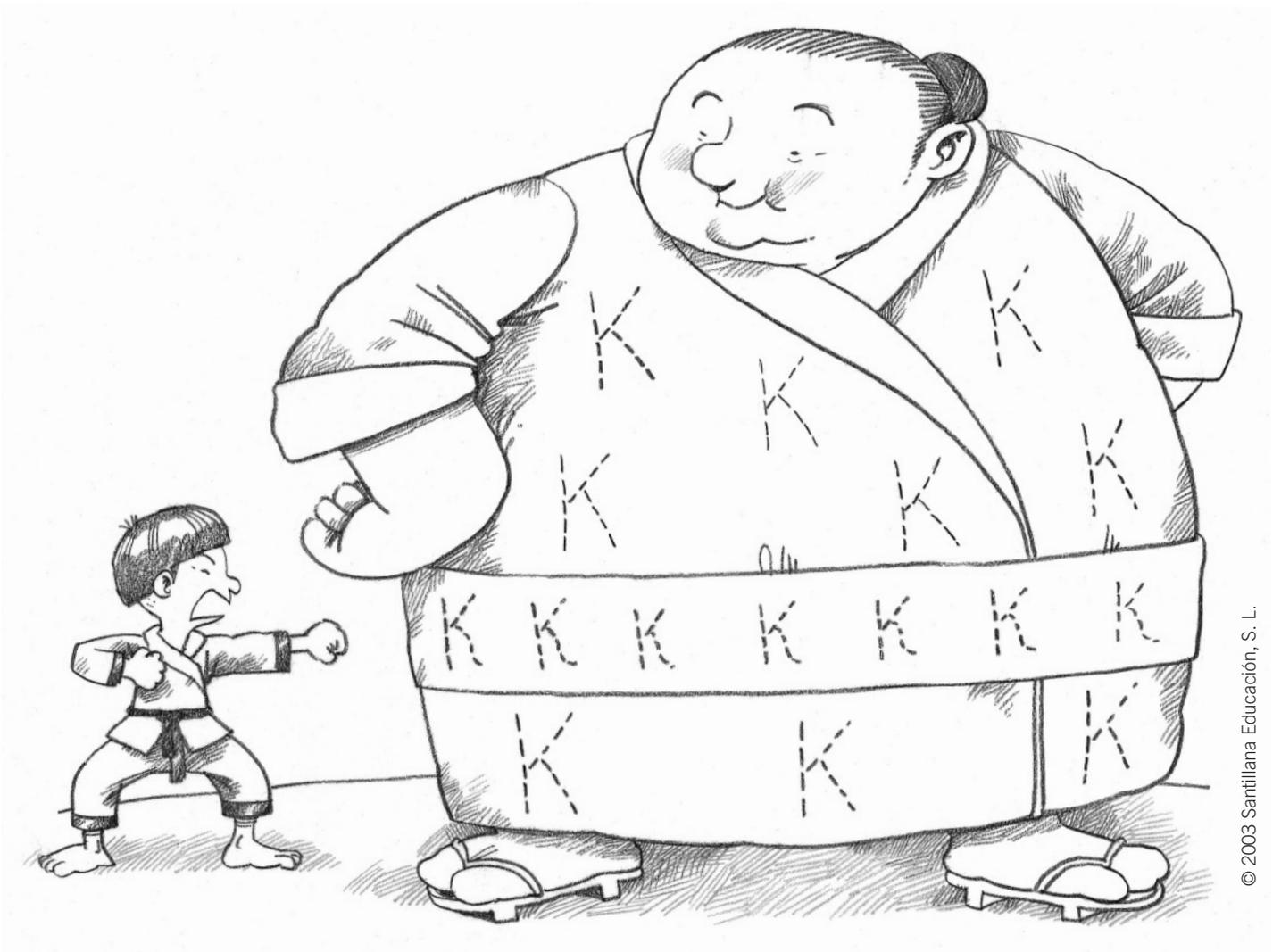
- Mi amigo _____ es músico y toca el _____.



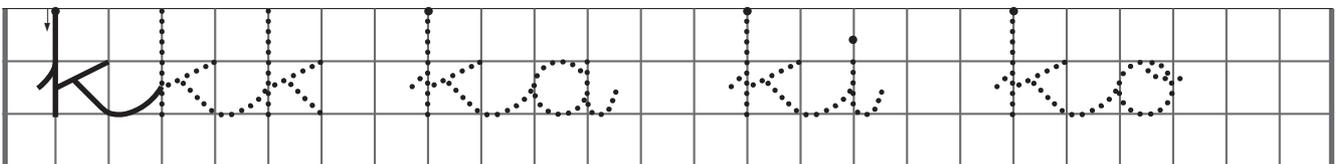
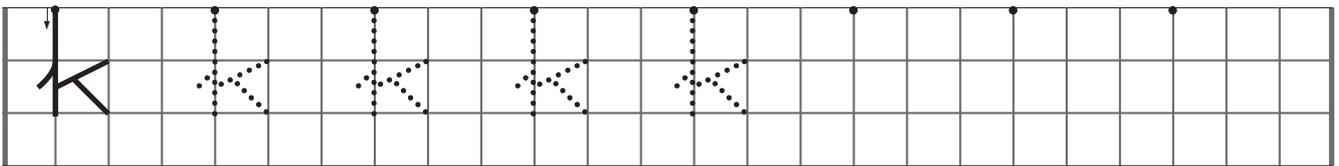
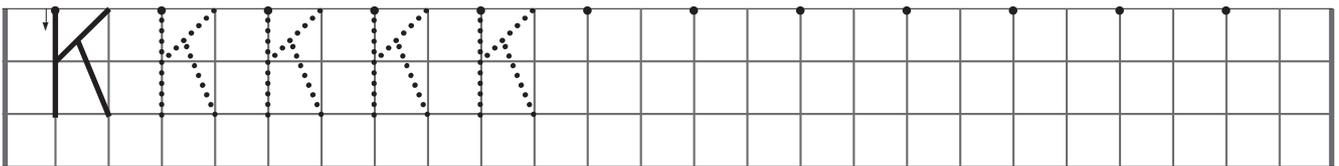
■ Observar los dibujos; identificar el nombre de cada persona y lo que hace.

■ Completar las oraciones. Leer las oraciones completas.

k K



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■ Repasar los trazos punteados.

■ Repasar y escribir la grafía de la letra k, K. Trabajar la correcta realización del enlace de la letra k con cada vocal.

— k K —



karateca



kimono



koala



kilo

-k K

cama

quiniela

koala

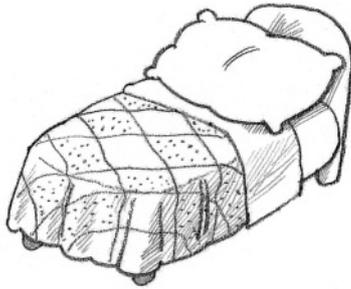
karateca

copa

kimono



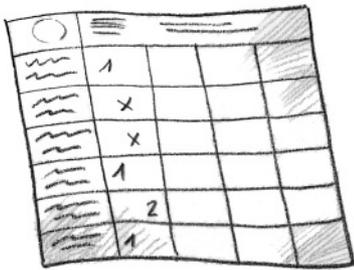
_____pa



_____ma



_____ala



_____niela



_____mono



_____rateca

c _____

qu _____

k _____

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■ Leer las palabras. Destacar que hay sílabas que suenan igual pero se escriben diferente.

■ Identificar los dibujos. Completar las palabras según el modelo.
 ■ Escribir las palabras donde corresponda según lleven c, qu o k.

pr _ r

pr _

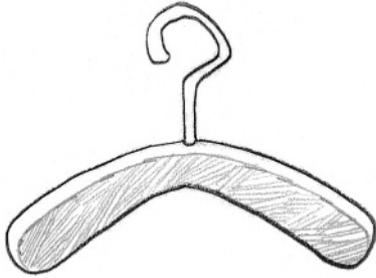
por

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per

pir

pur



__cha

__ncesa

__tero

pro

pra

pre

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p _ l

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__sera

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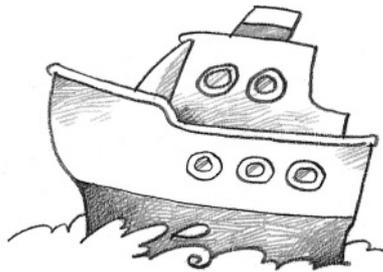
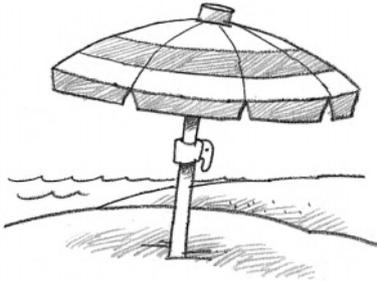
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som _ _ lla

_ _ co

_ _ ja

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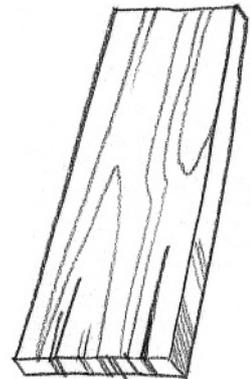
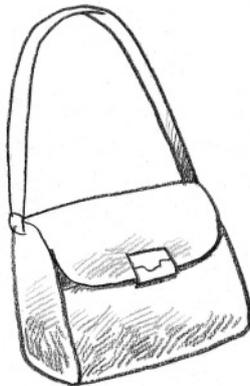
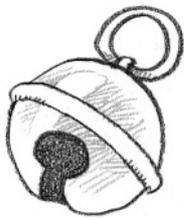
bre

bri

bru

b _ l

bl _



bel

blo

bol

bla

■ Identificar los dibujos.

■ Leer las sílabas. Escribir los nombres de los dibujos donde corresponda.

c _ r

cr _

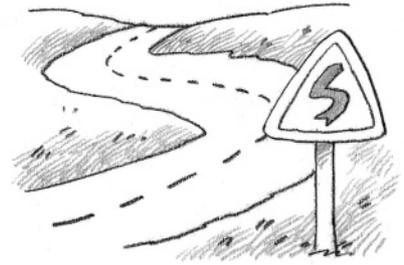
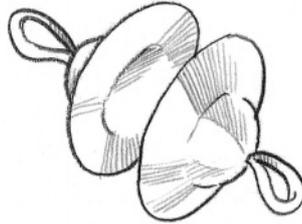
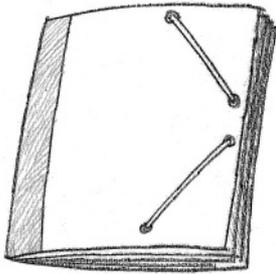
cor

car

cer

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__peta

__talos

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c _ l

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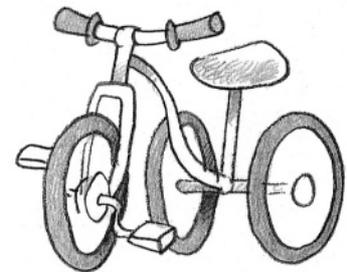
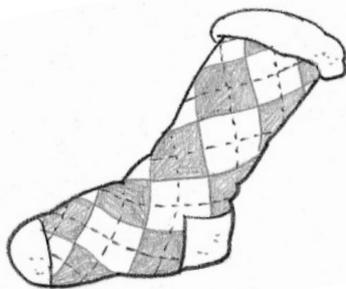
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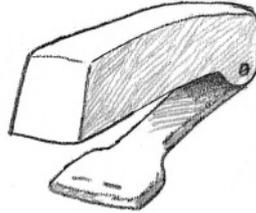
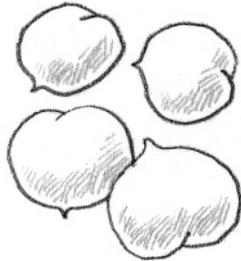
clu

- Leer las sílabas (destacar que la letra c en *cor*, *car* y *cur* suena diferente que en *cer* y *cir*).
- Identificar los dibujos; completar las palabras.

- Unir cada palabra con la sílaba que corresponda.
- Decir palabras que contengan las otras sílabas.

g _ r

gr _



gur _____

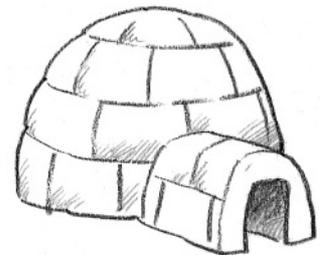
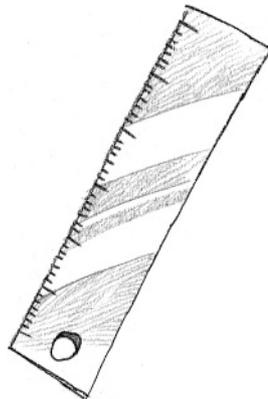
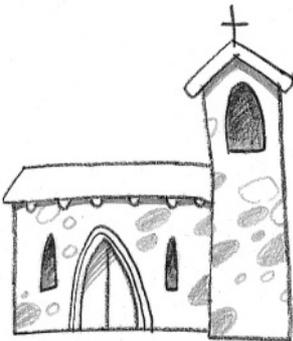
gra _____

gar _____

gro _____

g _ l

gl _



gle _____

gla _____

gel _____

glu _____

f _ r

fr _

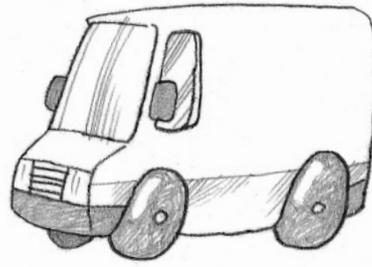
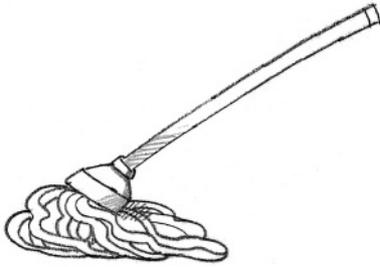
for

far

fer

fir

fur



_____ gona

_____ goneta

_____ ma

fro

fra

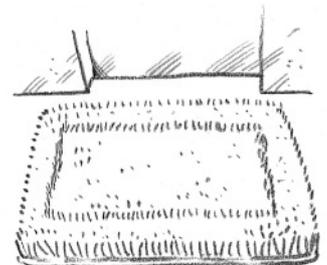
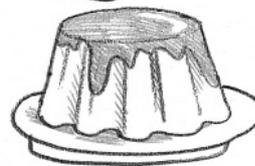
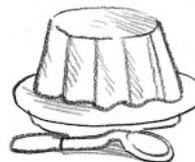
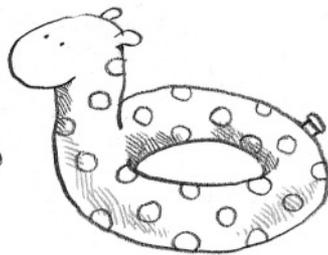
fre

fri

fru

f _ l

fl _



fal _____

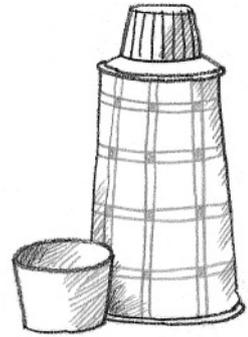
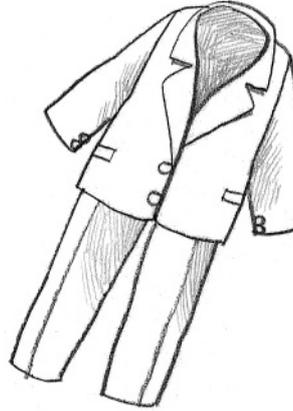
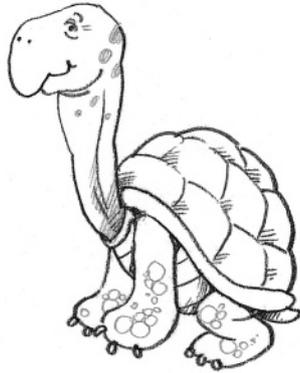
fla _____

flo _____

fel _____

t _ r

tr _



tar _____

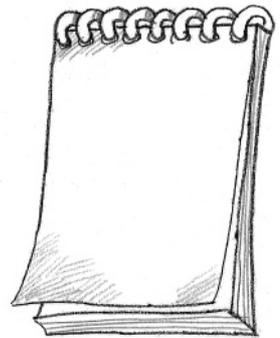
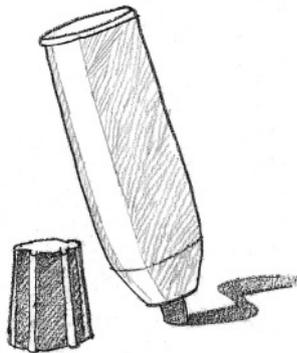
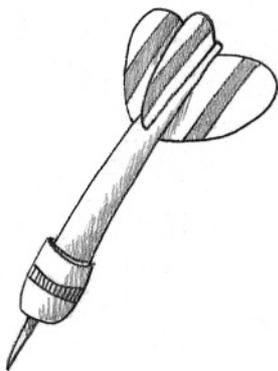
tra _____

tor _____

ter _____

d _ r

dr _



dar _____

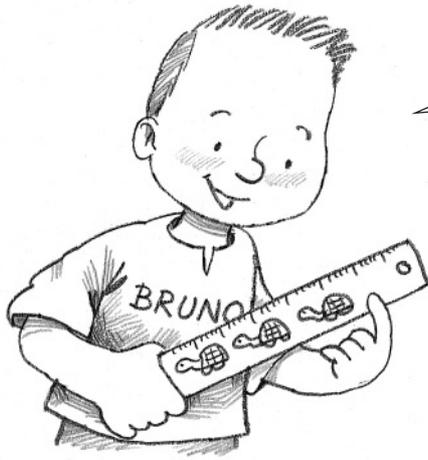
dra _____

dor _____

der _____

Repaso

- Observa, lee y completa.



Mi regla tiene
tortugas.

La regla de Bruno _____

Mi colchoneta
tiene barcos.



La colchoneta de Flora _____

Repaso

- Observa, lee y completa.



Carmen abre el _____
del agua y llena la bañera.

Blas tiene una _____
blanca de lunares grises.



Claudia sujeta el cuadro
con un _____.
