Phonics at the Early Emergent Reading Stage: Levels A (1) & B (2)

Las personas que me ayudan **En mi vecindario**	• Hearing and pronouncing the /d/ sound as in *doctor, dentista* • Hearing and pronouncing the /b/ sound as *bombero*
¿Qué puedes ver? **Las crías de los animales**	• Hearing and pronouncing the /c/ sound as in cachorro and *cordero* • Hearing and pronouncing the sound of the digraph /ll/ as in *pollito*
Un día en la playa **¿Qué hay en la playa?**	• Hearing and pronouncing the /c/ sound as in *cubo, castillo, concha, cangrejo* • Hearing and pronouncing the /ll/ sound as in *castillo* and *sombrilla* • Counting the syllables in a word
Mi cuerpo **¡Aquí estoy!**	• Hearing beats in a word • Hearing initial sounds in words
¿Qué forma puedes ver? **Las formas a nuestro alrededor**	• Hearing beats in a word • Hearing initial sounds in words
Miro las frutas **Comer fruta**	• Hearing beats in a word • Hearing initial sounds in words
Yo **Perros**	• Initial sound–letter relationships: p, n, s, b, d, c
En el jardín **¡Vaya! Mira eso**	• Identifying sound–letter relationships: /a/ as in *abeja* • Understanding the concept of a word and identifying a sentence
Mi mascota **Mascotas en casa**	• Hearing final sounds in a word • Syllables/beats in a word
Mis juguetes **Ir por todas partes**	• Initial sound–letter relationships: /t/ as in tren, /b/ as in *barco*
Escondite **Mi cumpleaños**	• Initial sound–letter relationships: /m/ as in madre, /a/ as in *abuelo*
¿Dónde están los animales? **Animales en el zoológico**	• Initial sound–letter relationships: /l/ as in león, /e/ as in *elefante*

Hacemos sopa **El huerto**	• Counting the syllables in a word • Hearing and pronouncing the /c/ sound as in *calabaza*
Un día en el zoológico **Mira mi perro**	• Hearing the initial sound in a word • Hearing and pronouncing the /s/ sound as in *sorprendido/a* and *sueño*
Me gusta el tiempo que hace **¿Cómo está el tiempo hoy?**	• Remembering that ""h"" does not sound in Spanish • Hearing the initial sounds in words
En mi bicicleta **¿Puedes llegar hasta aquí?**	• Hearing beats in a word • Identifying the /p/ sound as in *puedo*
En la casa del abuelo **Pasteles para vender**	• Identifying the /g/ sound as in *gusta* • Identifying the /c/ sound as in *cortar*
La caja de disfraces **Ir de compras**	• Identifying the /z/ sound as in *zapato* • Identifying the /g/ sound as in *gorro*
Te miro **Animales de la granja**	• Sound–letter relationship – letter "c": /c/ as in *caballo* and *cabra*; /s/ as in *cerdo* • Identifying same sounds in different words, e.g. *caballo/cabra*
¿Qué hiciste? **Ir a lugares**	• Identifying the /t/ as in *tobogán, tren, tienda* • Identifying the /p/ as in *padre, parque, playa, piscina*
En la tienda **Cosas que me gustan**	• Identifying the /f/ sound and then identifying the letter–sound as in *flores* • Identifying the /u/ sound and then identifying the letter–sound as in *uvas*
Mírame jugar **El patio de juegos**	• Identifying the /g/ sound as in *gusta* • Identifying the /X/ sound as in *jugar*
Mi familia y yo **¿Puedes hacer esto?**	• Identifying the silent "h" • Identifying the /b/ sound as in *bailar*
¡Ven a ver! **Peces**	• Identifying the /b/ sound represented by "v" as in *ver* • Identifying the /o/ sound as in *oruga*