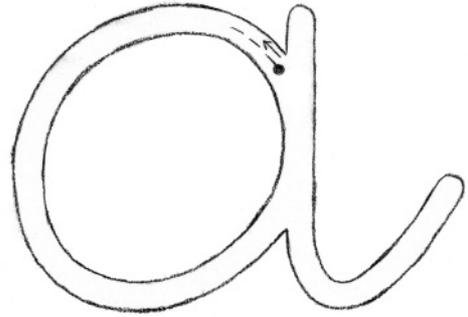
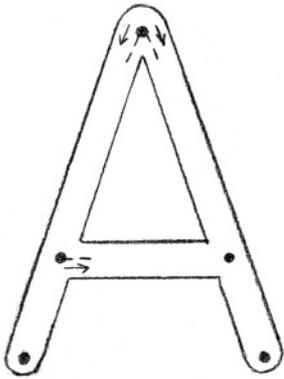


# FICHAS DE LETRAS

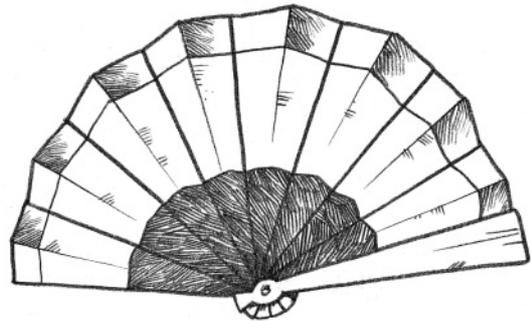
## Versión cuadrícula

	<u>Págs.</u>		<u>Págs.</u>
<b>◆ VOCALES</b>			
– 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
<b>◆ CONSONANTES</b>		– 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	<b>◆ GRUPOS CONSONÁNTICOS</b>	
– 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

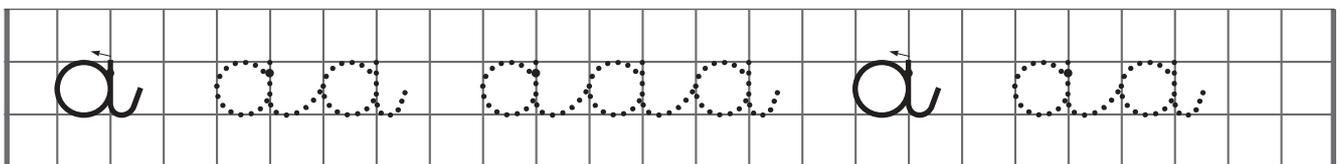
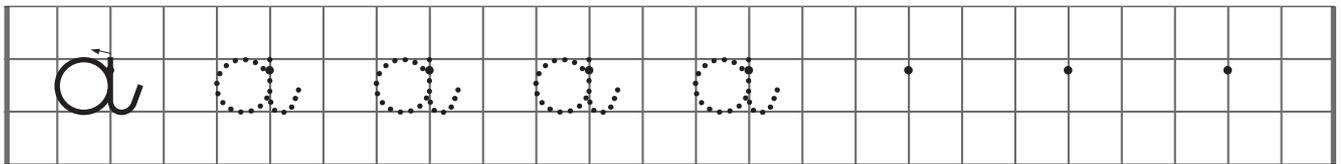
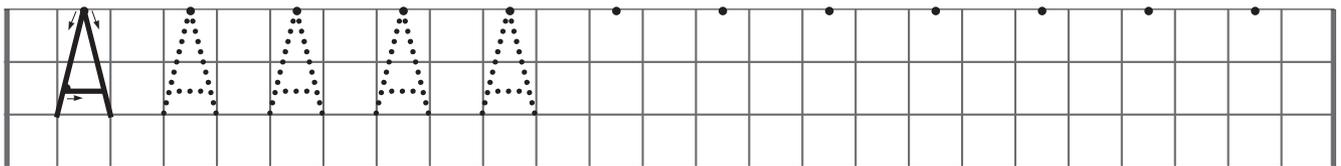
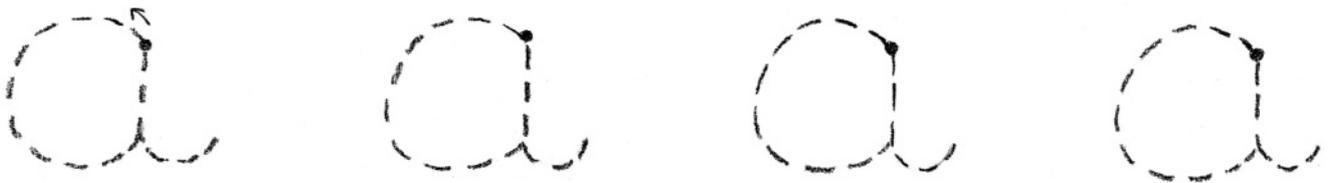
a A



Ana



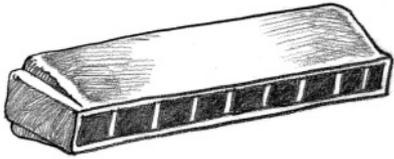
abanico



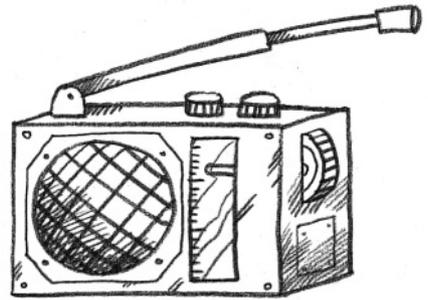
■ Escribir la grafía de la letra a, A.

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

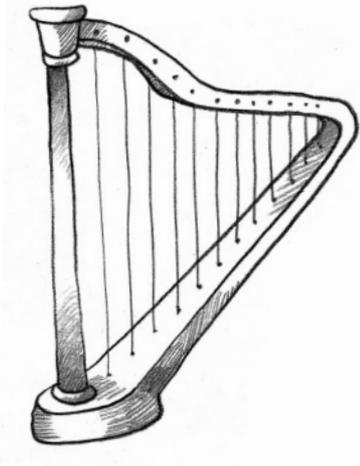
a A



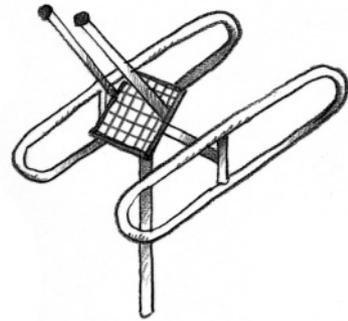
armonica



radio



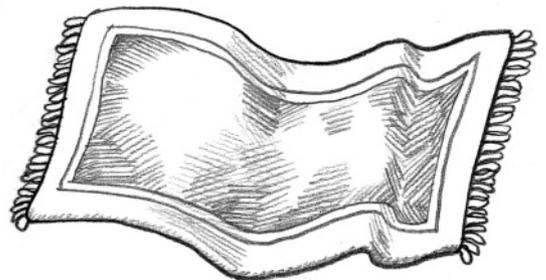
arpa



papelera



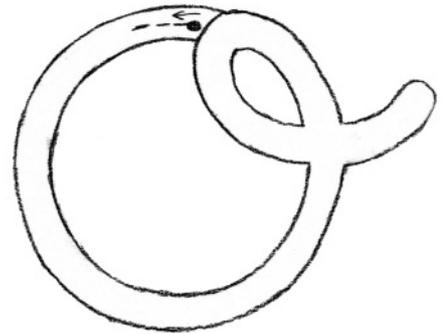
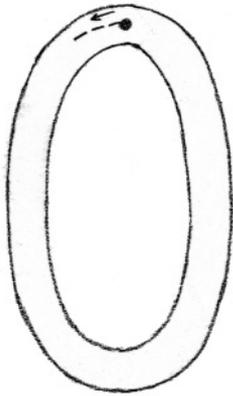
farol



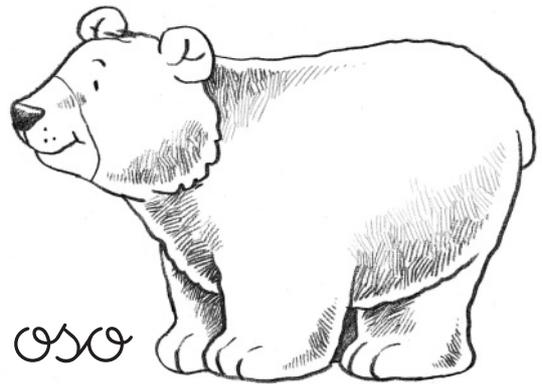
alfombra

- 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.

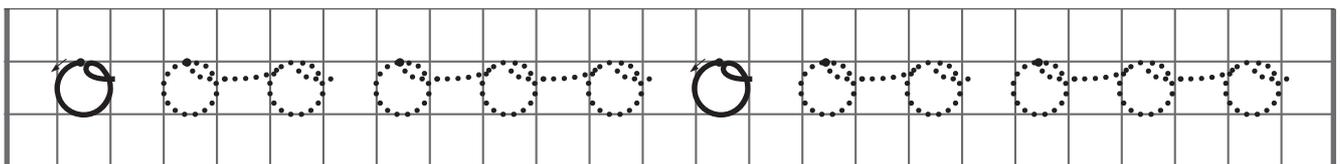
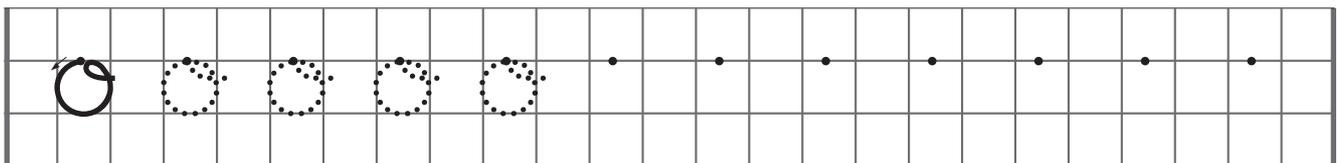
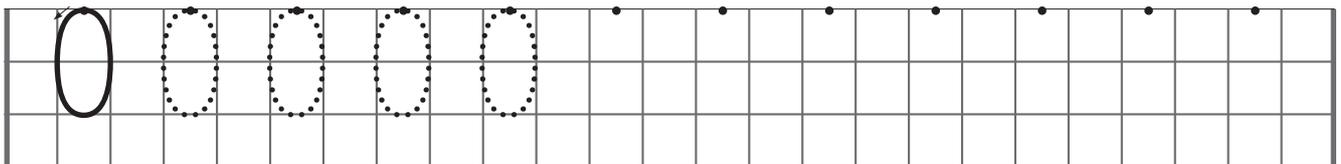
o O



Óliver



oso

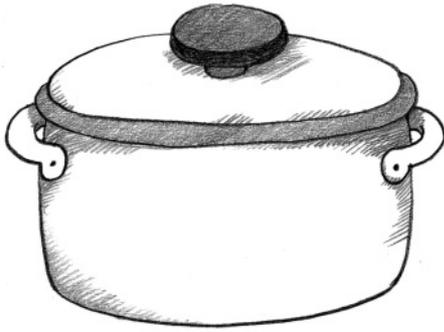


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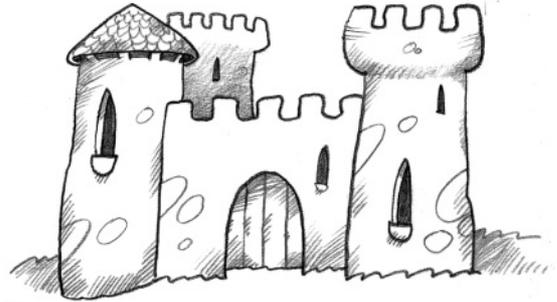
■ Escribir la grafía de la letra o, O.

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

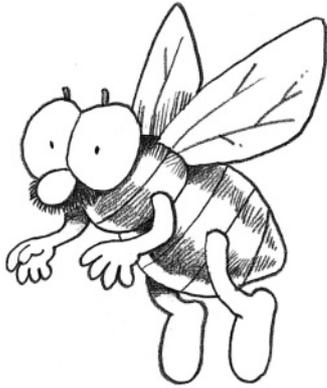
o O



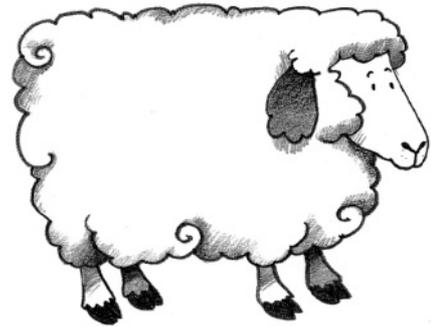
\_\_lla



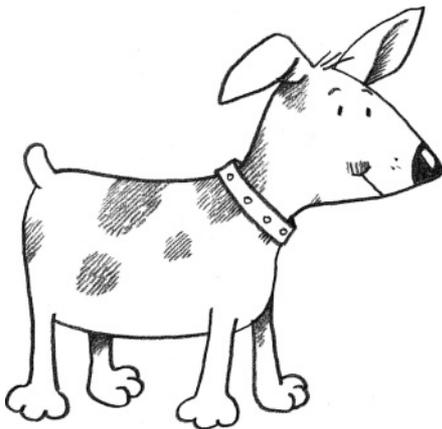
castill\_\_



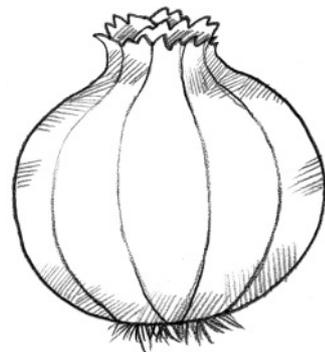
m\_\_sca



\_\_veja



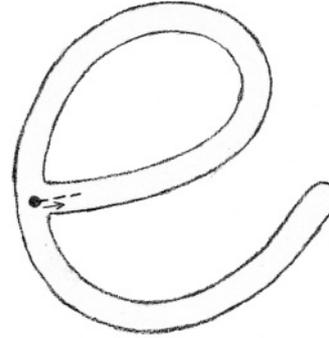
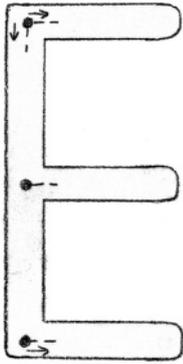
perr\_\_



ceb\_\_lla

- 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.

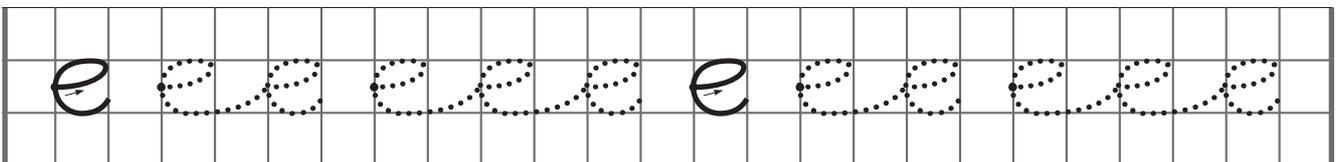
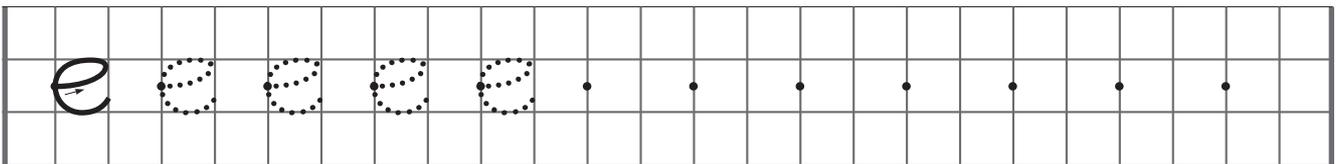
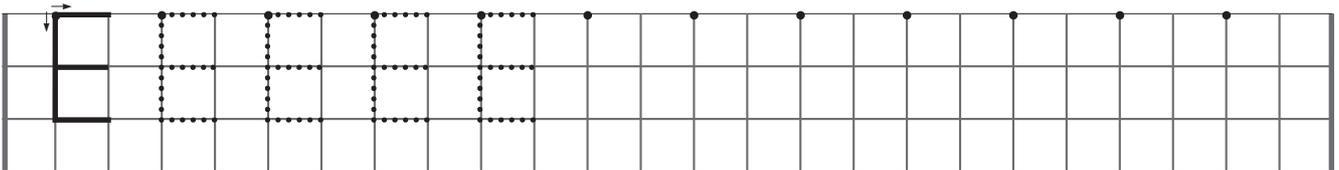
e E



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 —



\_\_\_ nano



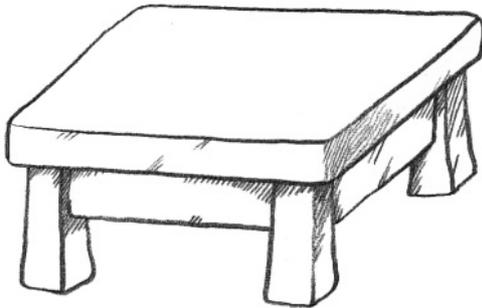
\_\_\_ rizo



\_\_\_ spigas



nube \_\_\_



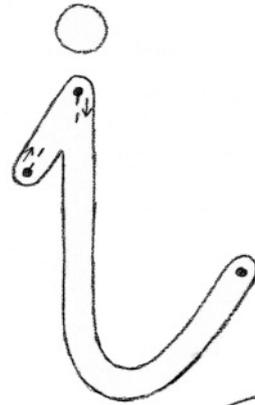
m \_\_\_ sa



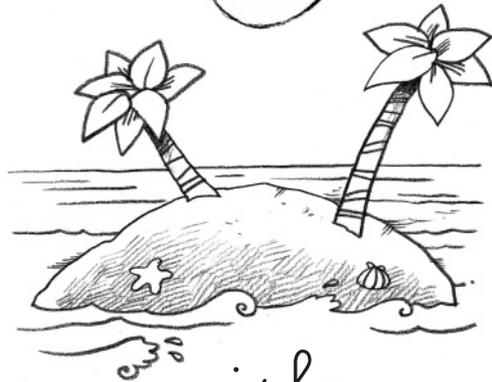
\_\_\_ stufa

- 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? (empezan por el fonema /e/).

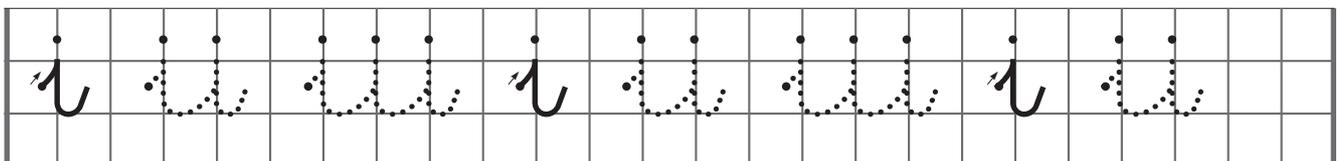
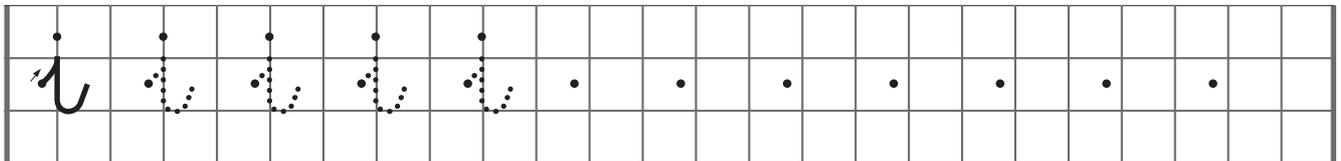
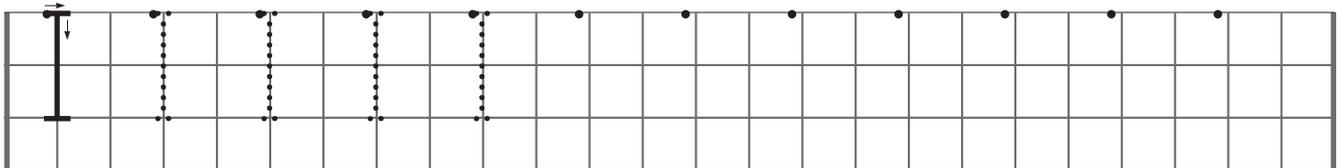
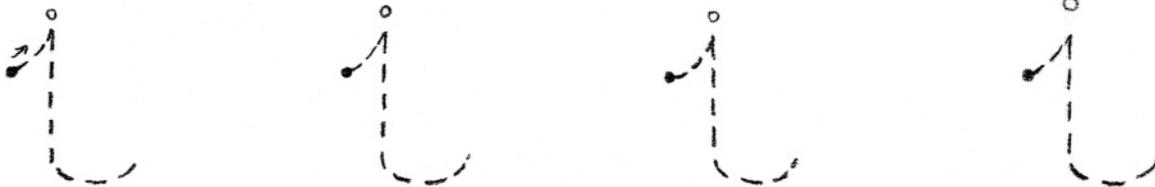
i I



Inés



isla



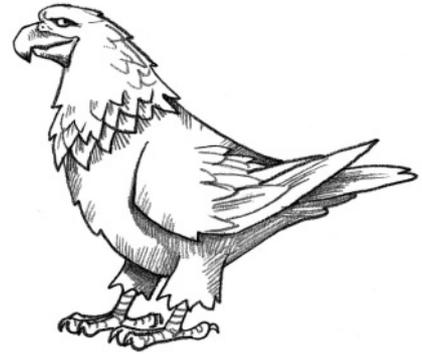
■ Escribir la grafía de la letra *i, I*.

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

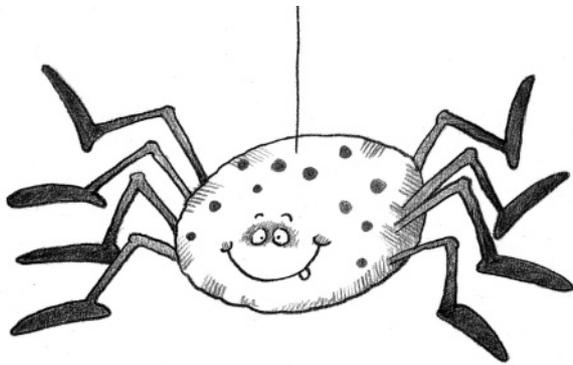
— i I —



— ndio



— quila



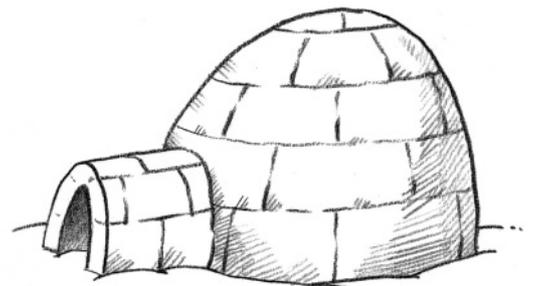
— raña



— las



— ca

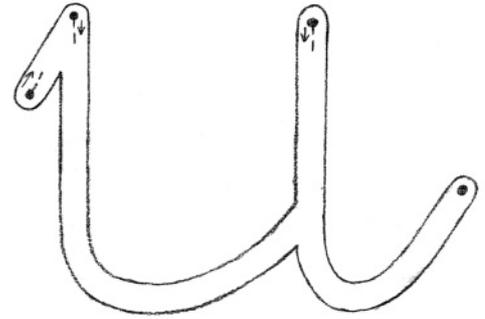
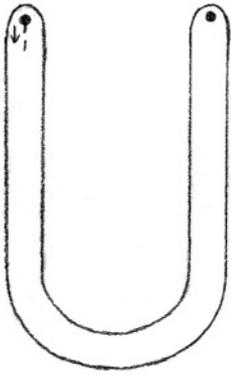


— glú

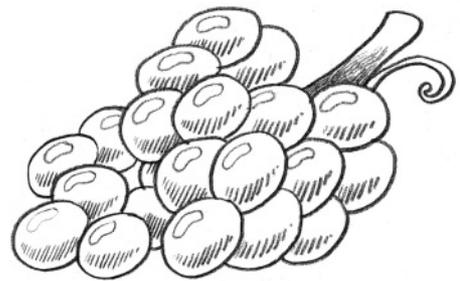
■ Nombrar cada elemento. Escribir la letra correspondiente en cada palabra.

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

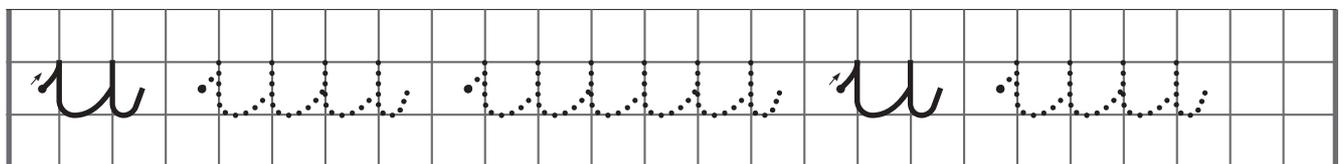
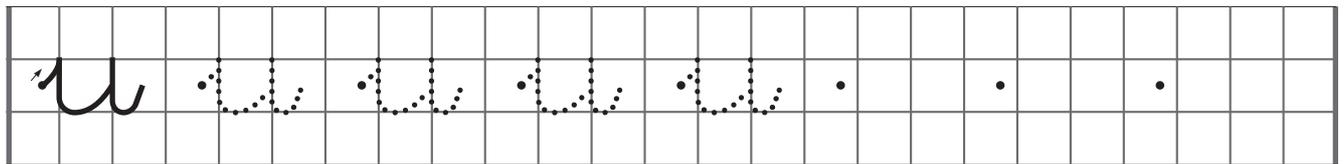
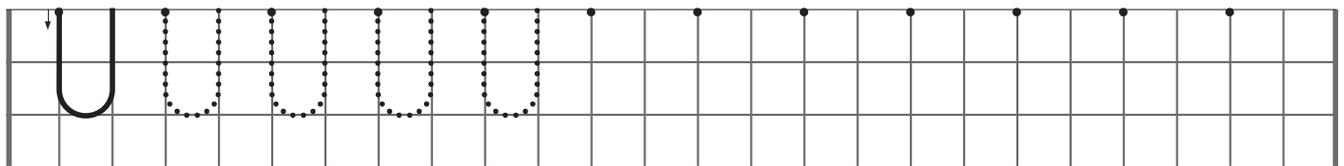
u U



Ulises



uvas

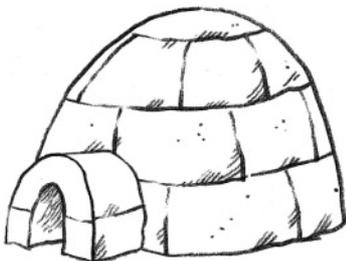
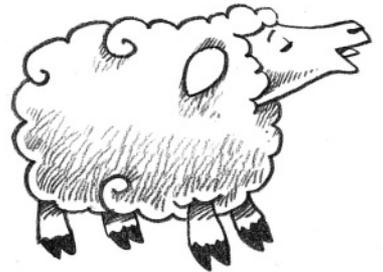
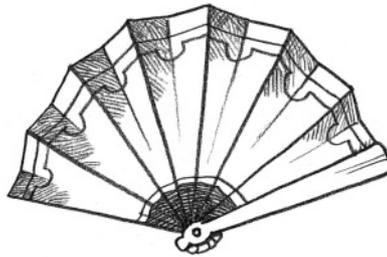
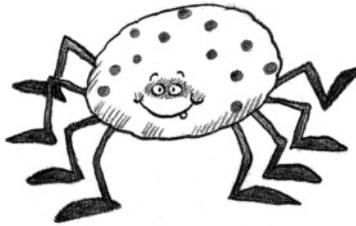
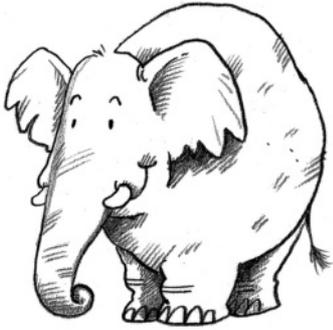


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■ Escribir la grafía de la letra u, U.

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

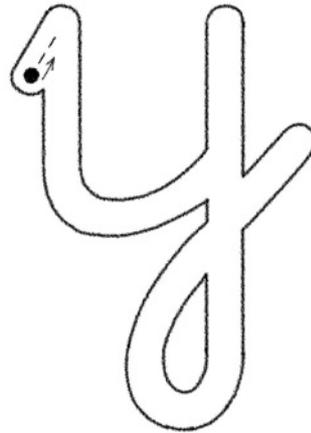
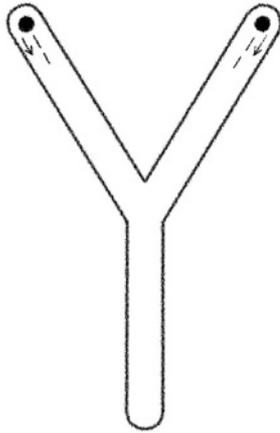
# u U



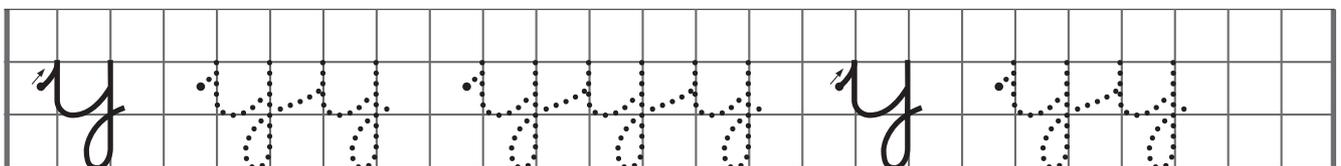
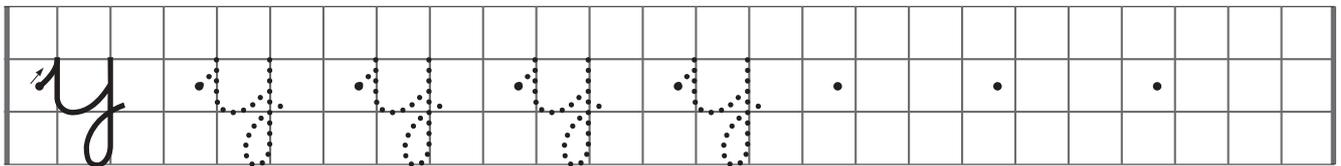
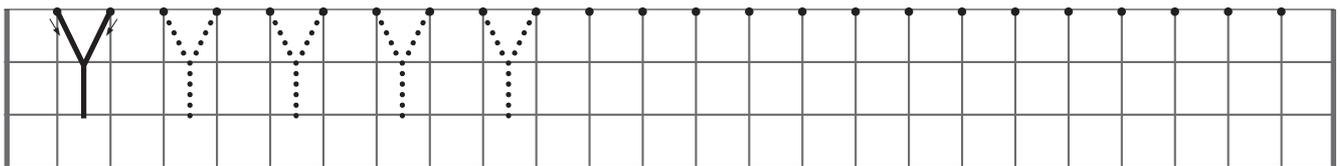
■ Nombrar cada elemento.

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

y Y



Ana y Elena



■ Escribir la grafía de la letra y, Y.

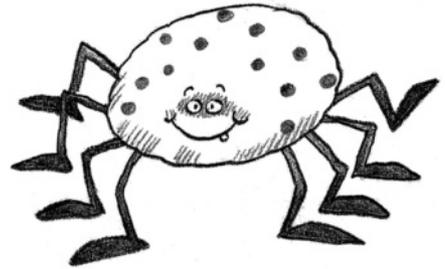
■ Repasar la serie (y, yy, yyy); trabajar la correcta realización del enlace de las letras.

y Y

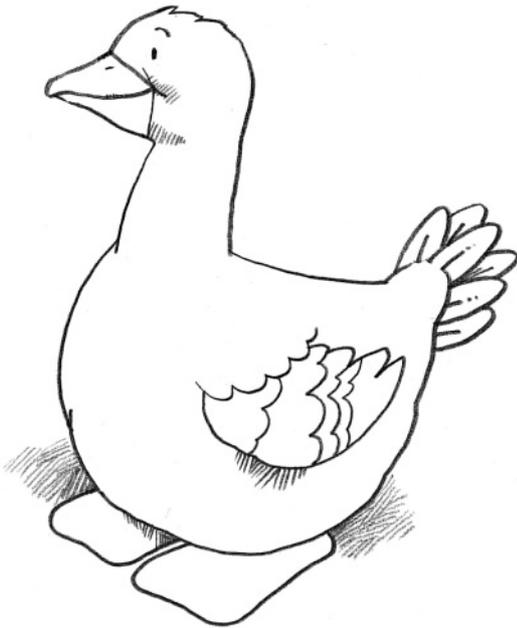


oso

y



araña



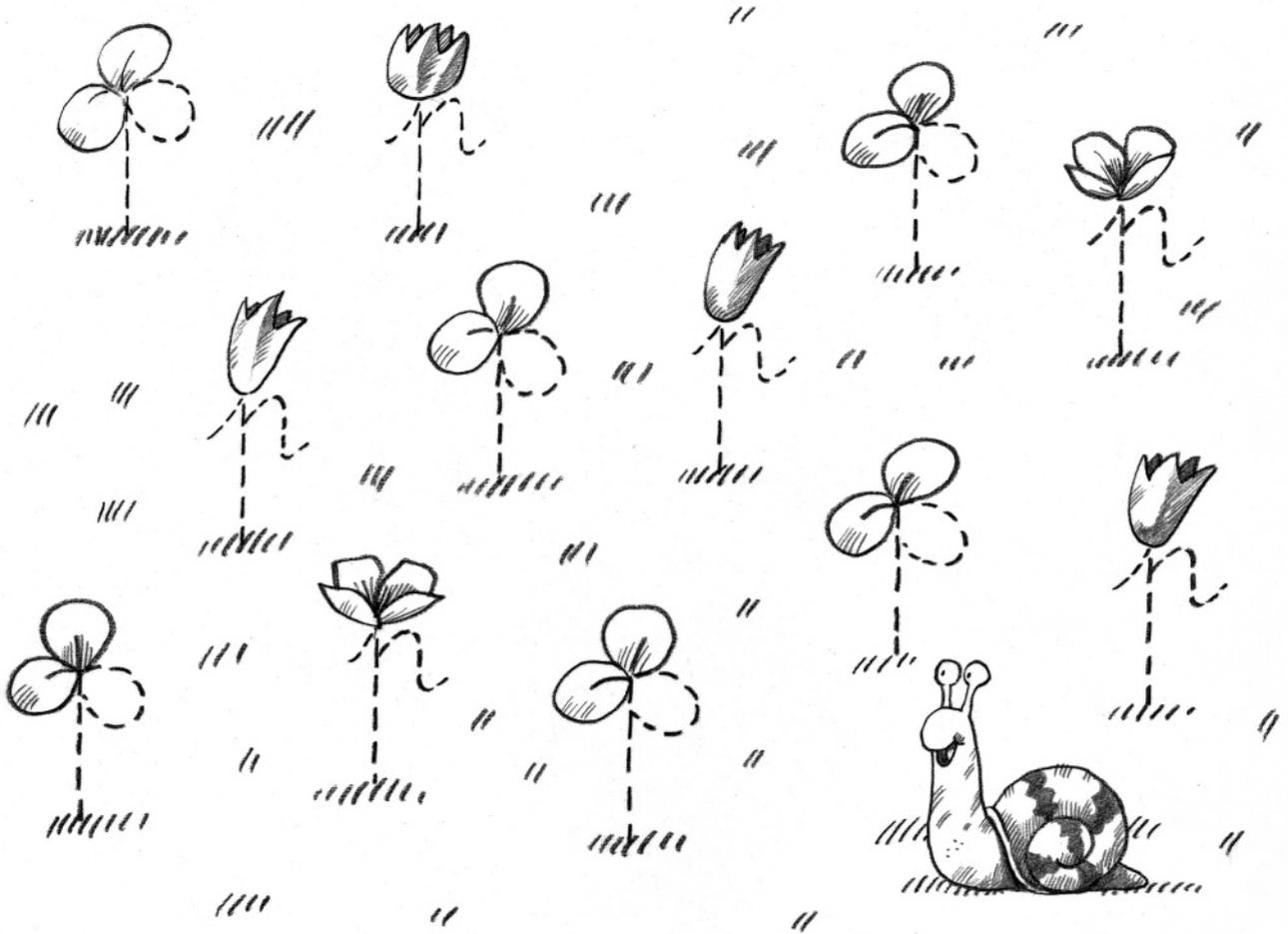
n to

.

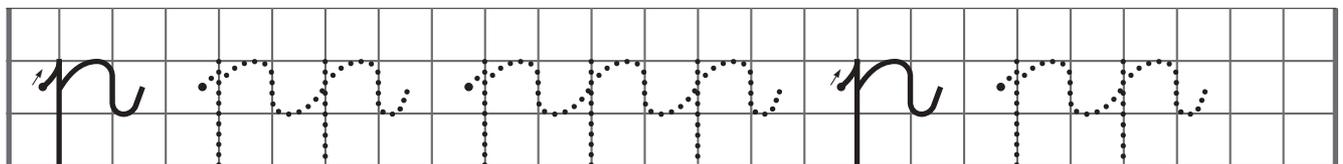
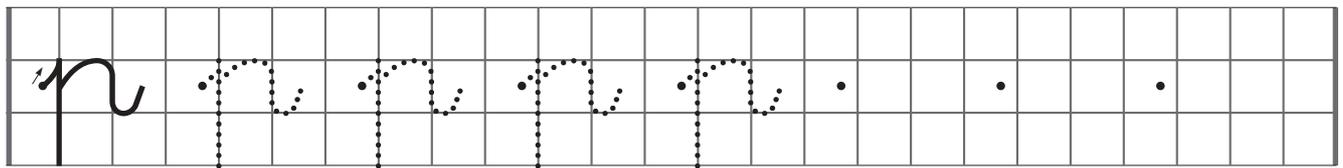
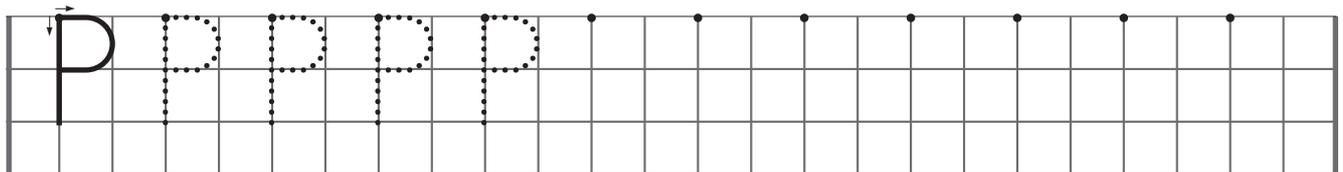


rizo

# p P



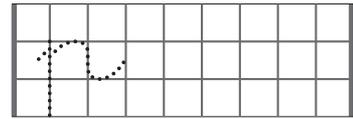
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■ Repasar los trazos punteados de las flores. Comentar su parecido con la *p* minúscula y mayúscula respectivamente.

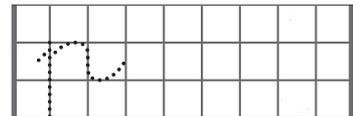
■ Repasar y escribir la grafía de la letra *p*, *P*. Repasar la serie (*p*, *pp*, *ppp*); trabajar la correcta realización del enlace.

~ p P ~



pipa

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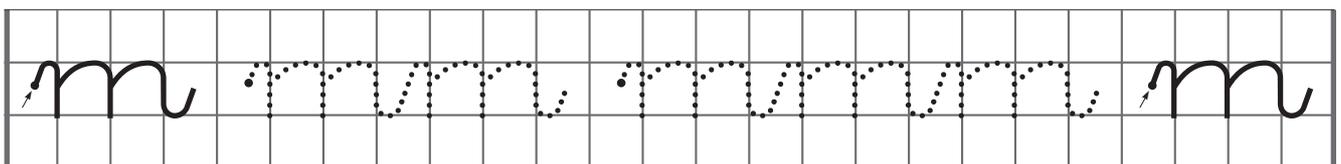
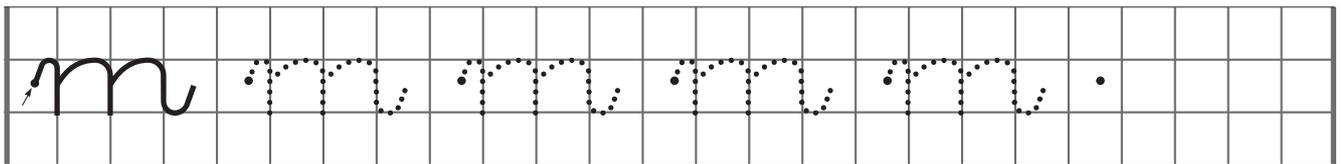
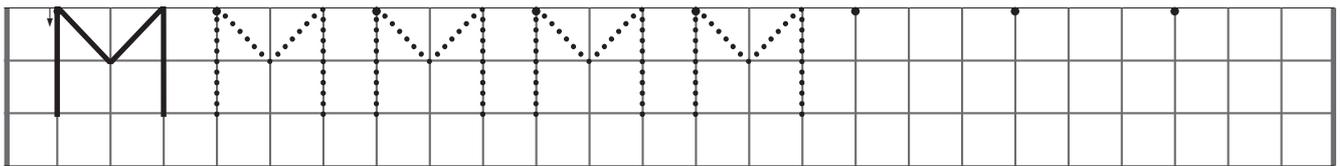
papá

- 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



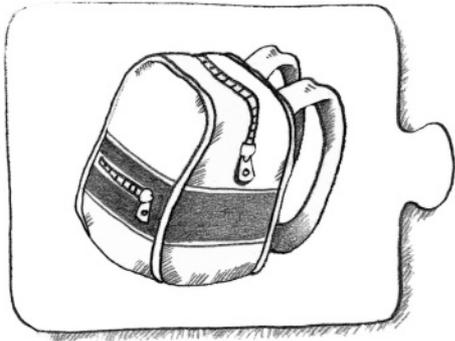
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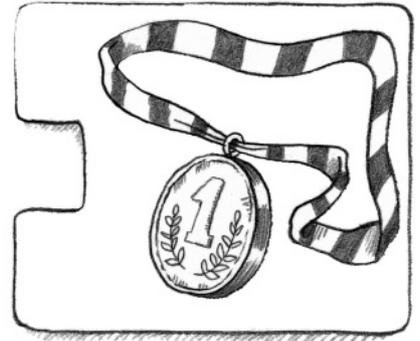
■ Repasar los trazos punteados de la ilustración. Comentar su parecido con la *m* minúscula y mayúscula respectivamente.

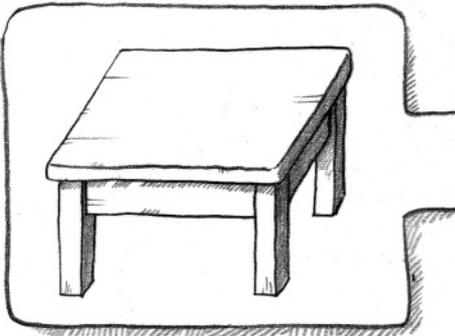
■ Repasar y escribir la grafía de la letra *m*, *M*. Repasar la serie (*m*, *mm*, *mmm*); trabajar la correcta realización del enlace.

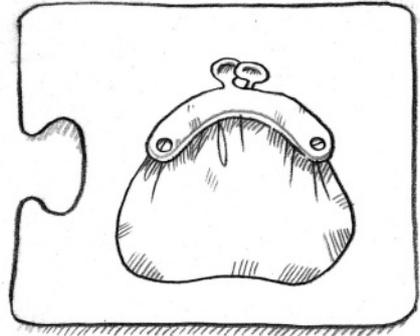
# m M

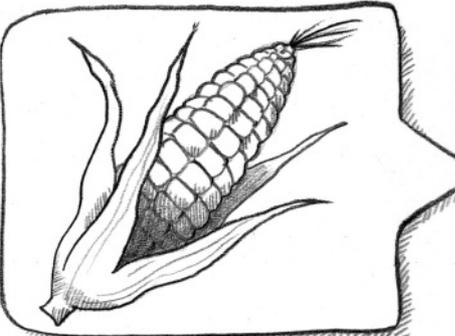


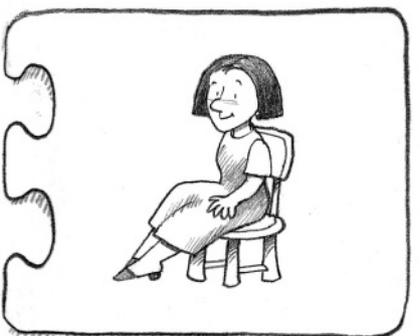
mo

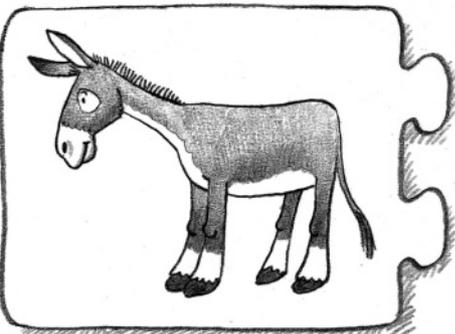


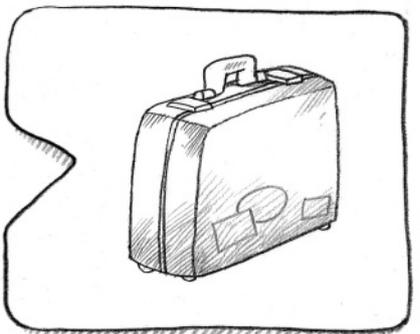










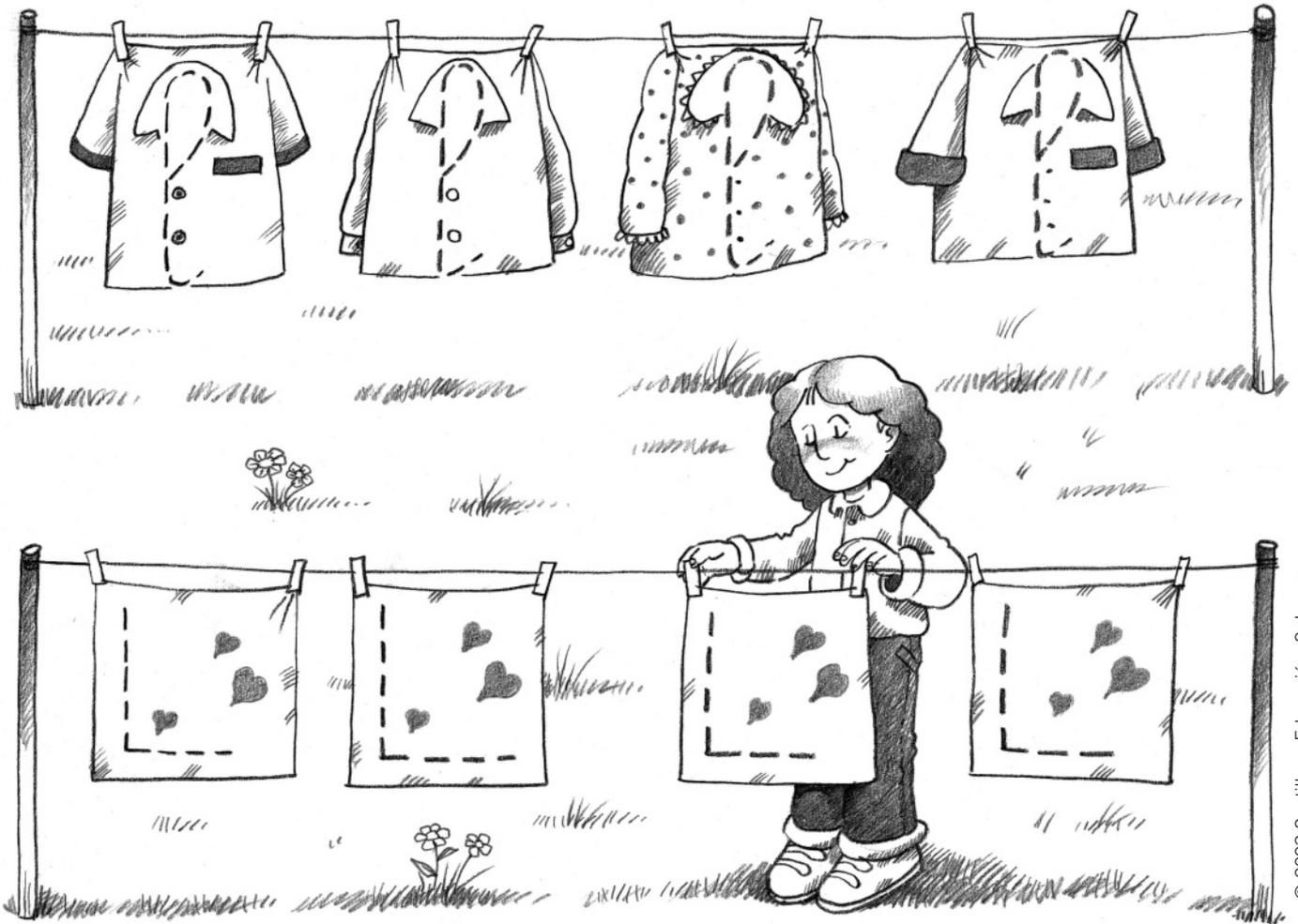



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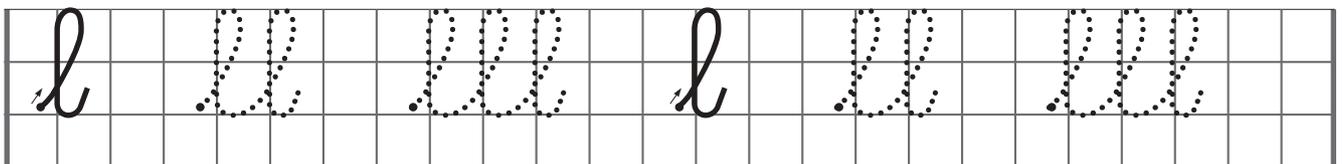
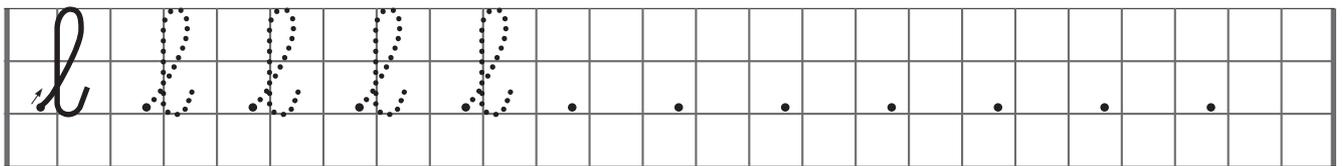
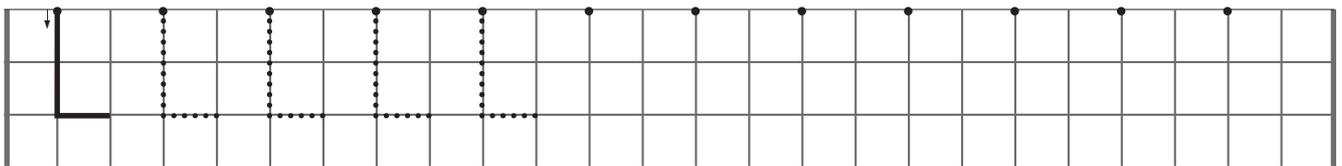
■ Identificar los dibujos destacando su sílaba inicial (*mochila, mesa, mazorca, mula, medalla, monedero, mujer y maleta*).

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

l L



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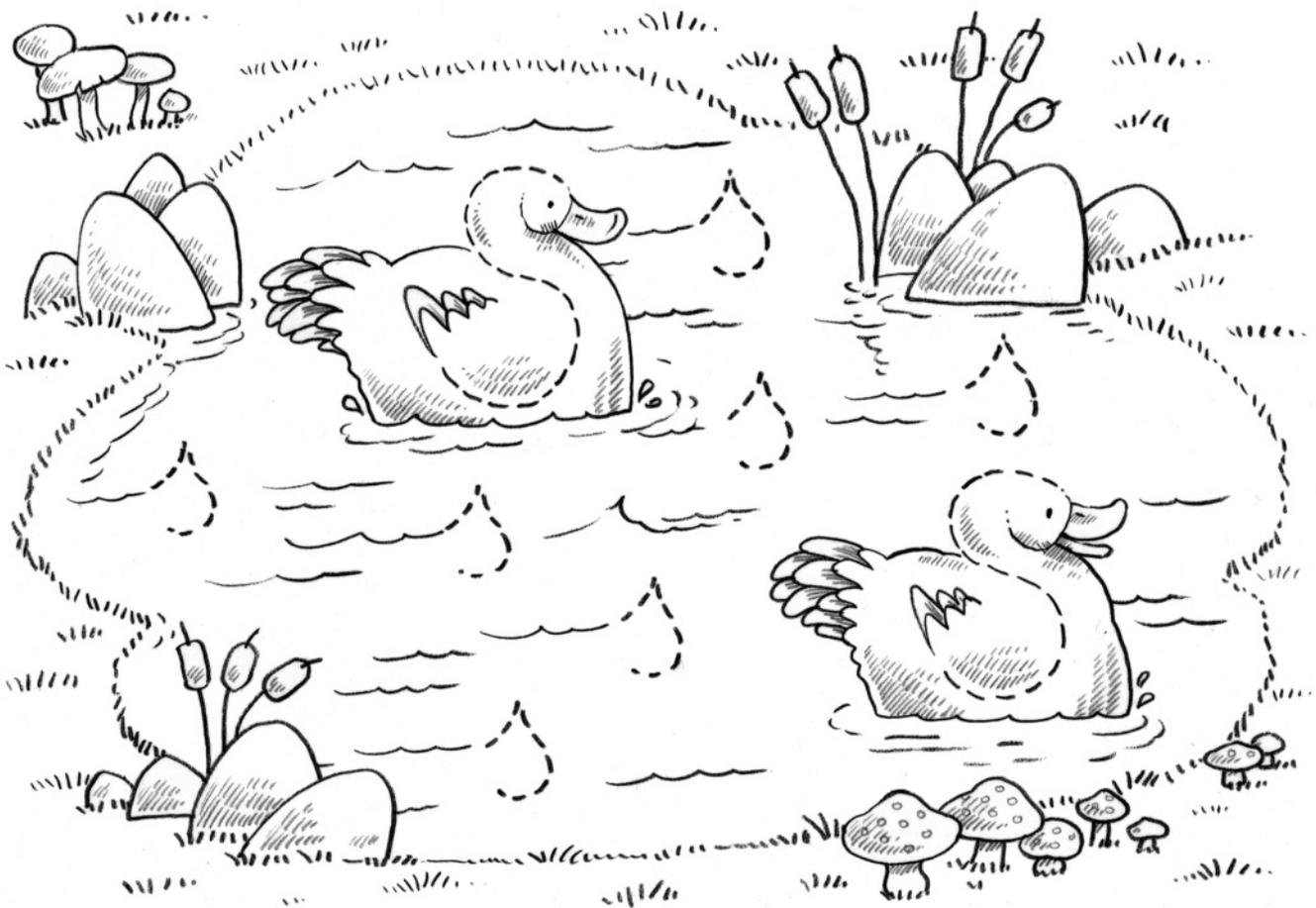


■ Repasar los trazos punteados de los dibujos. Comentar su parecido con la letra l minúscula y mayúscula respectivamente.

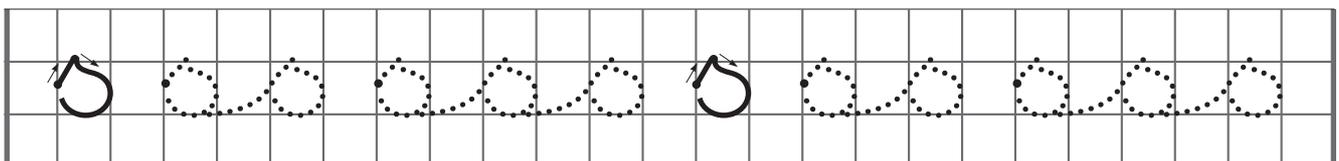
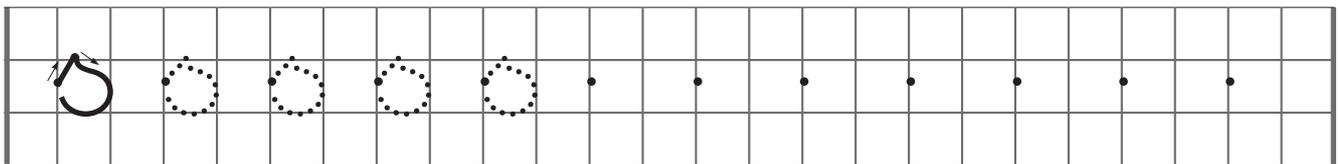
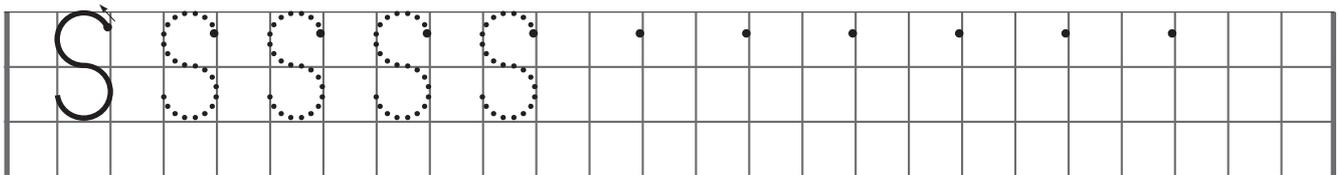
■ Repasar y escribir la grafía de la letra l, L. Repasar la serie (l, ll, lll); trabajar la correcta realización del enlace.



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

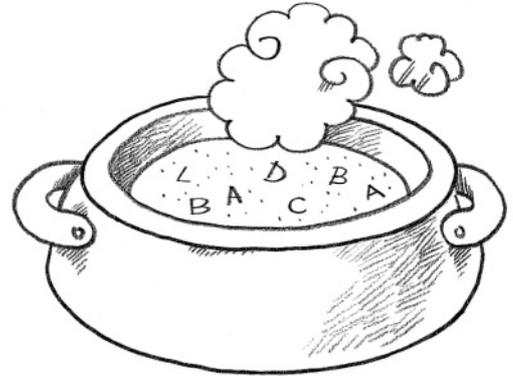


seta

sapo



sal

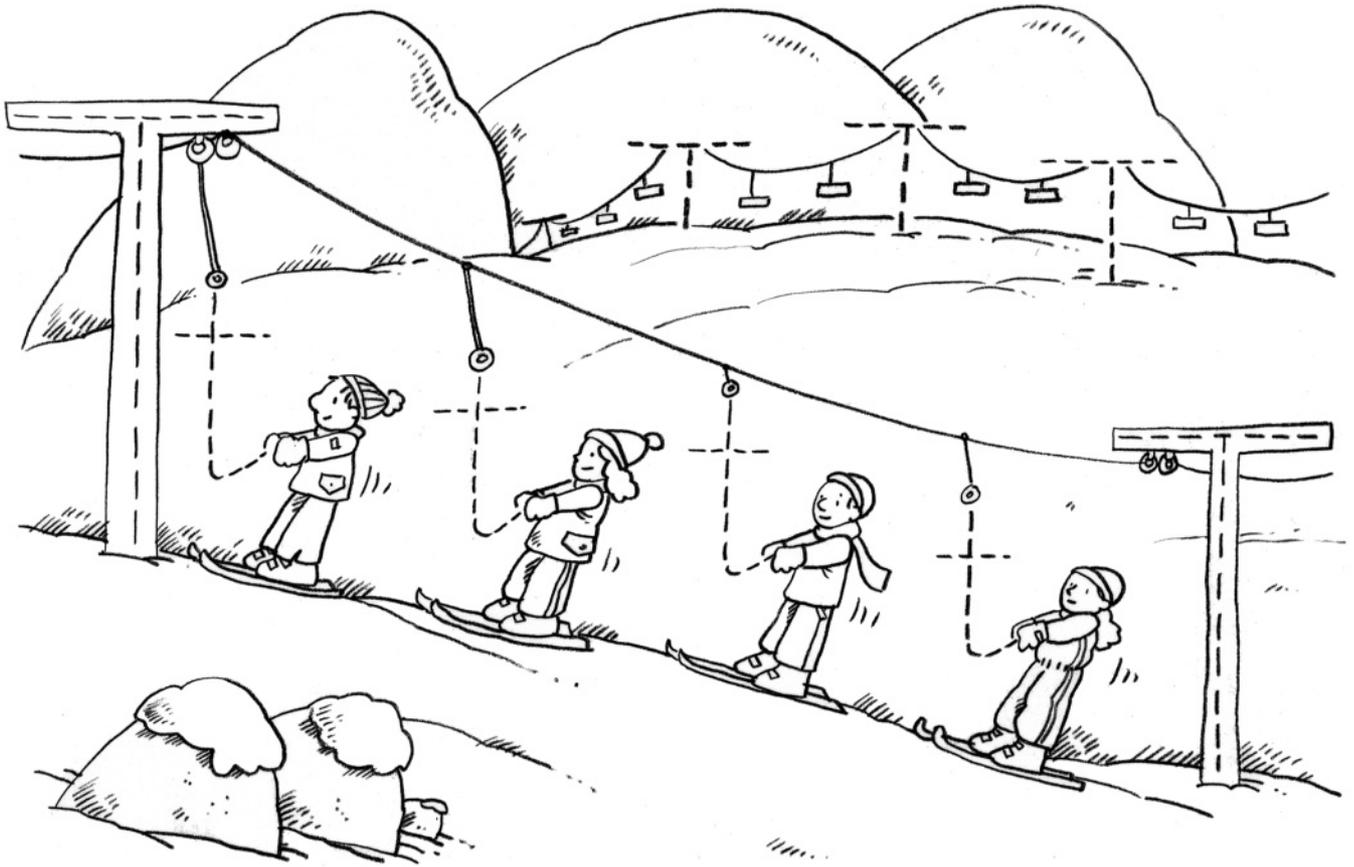


sopa

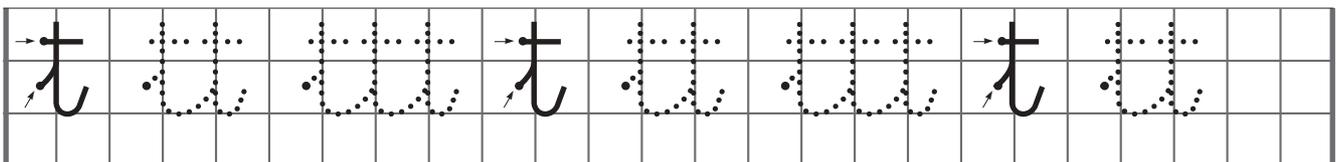
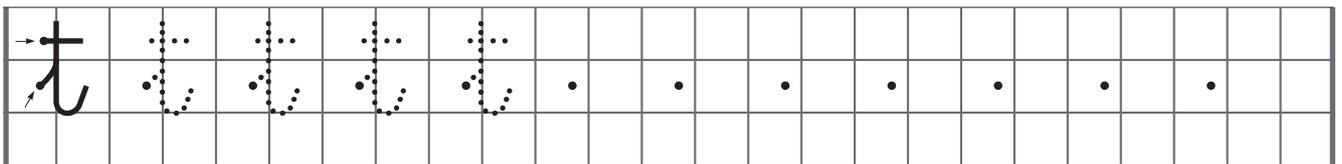
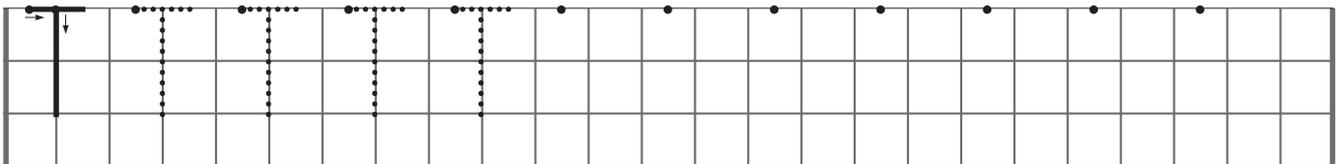
- La \_\_\_\_\_ tiene .
- El \_\_\_\_\_ está en la .
- El  tiene \_\_\_\_\_.
- La \_\_\_\_\_ está en la .



— t T —



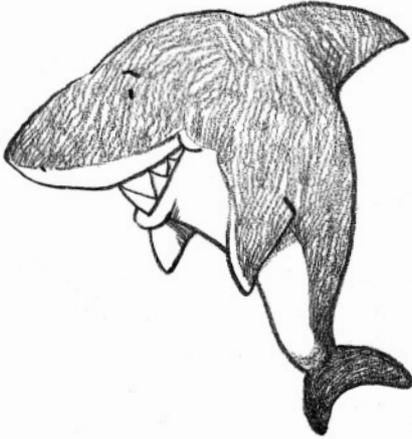
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■ Repasar los trazos punteados. Comentar su parecido con la letra t minúscula y mayúscula.

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

t T

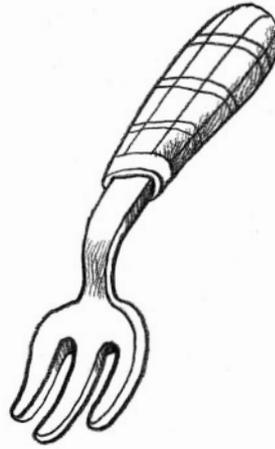


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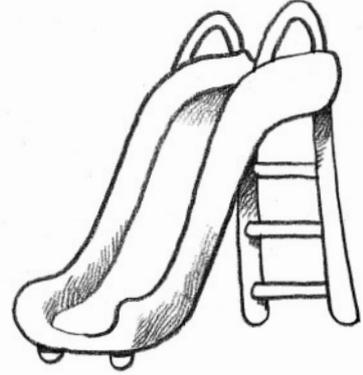


te

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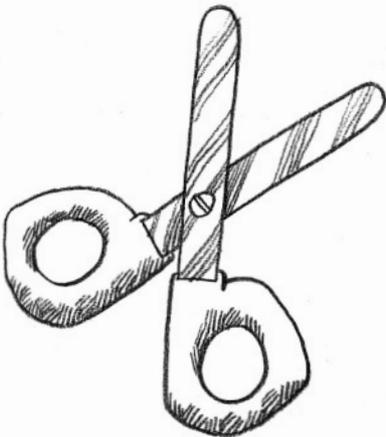


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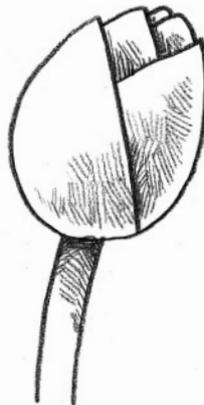


tu

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to

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to

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— t T —



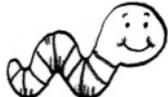
tomate



tela



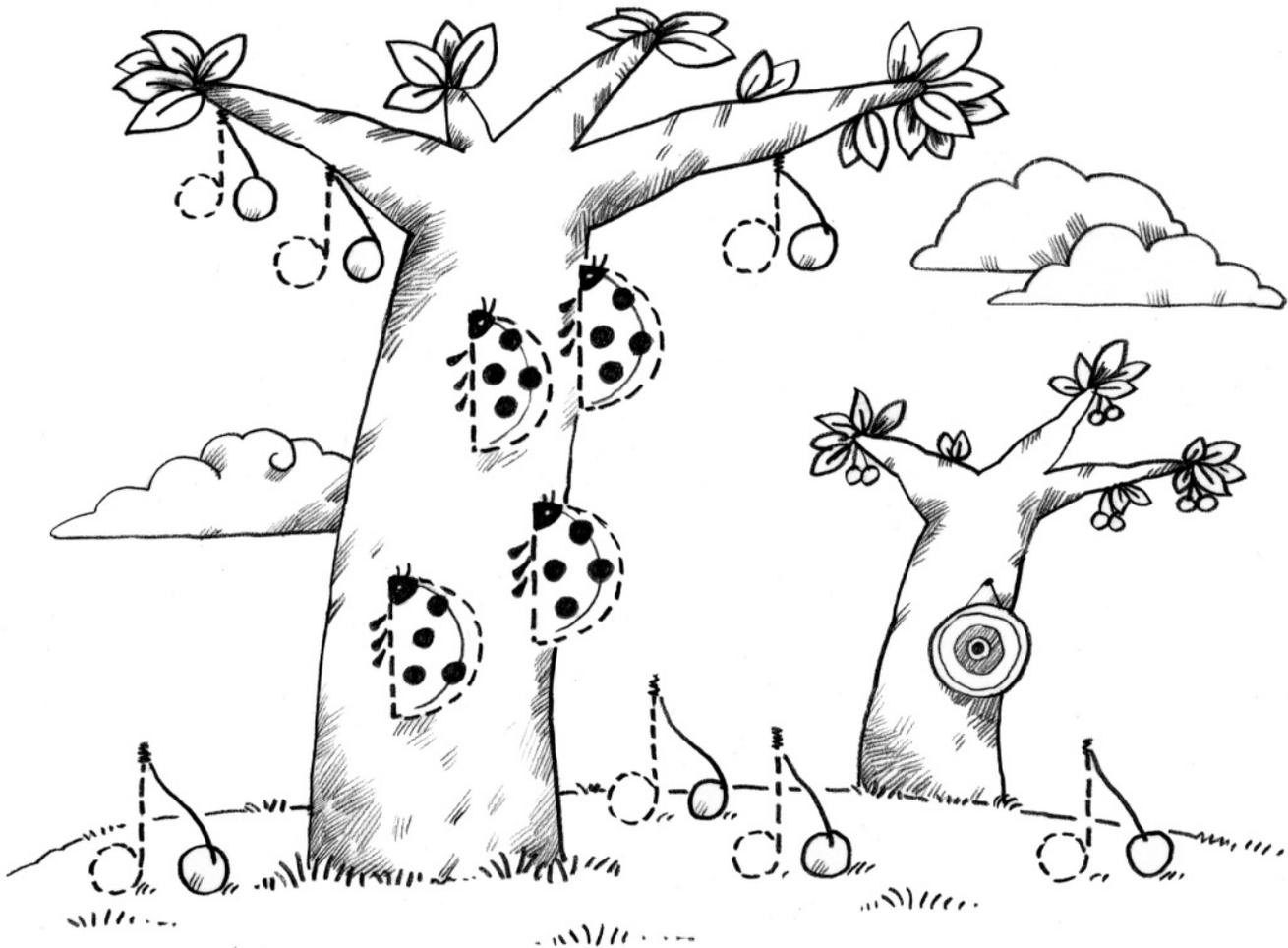
maleta

- El \_\_\_\_\_ tiene un .
- La \_\_\_\_\_ tiene .
- La \_\_\_\_\_ tiene .

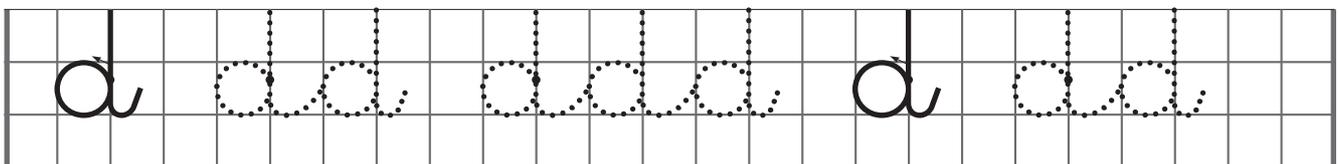
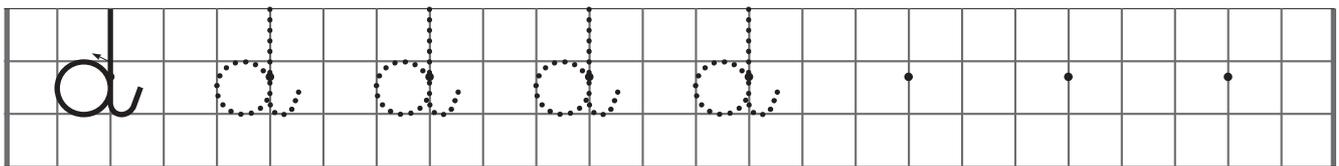
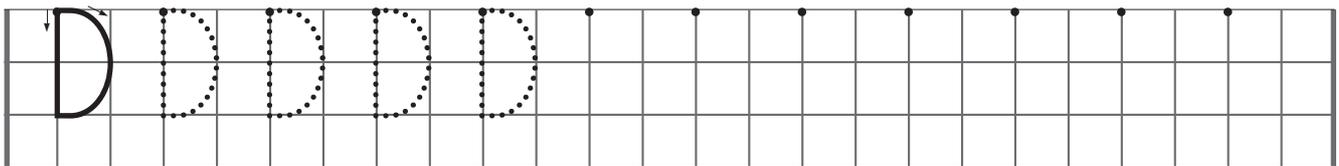
■ Identificar los dibujos y leer las palabras.  
 ■ Escribir la palabra correspondiente en cada frase, atendiendo al dibujo al que se refiere cada una.

■ 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.

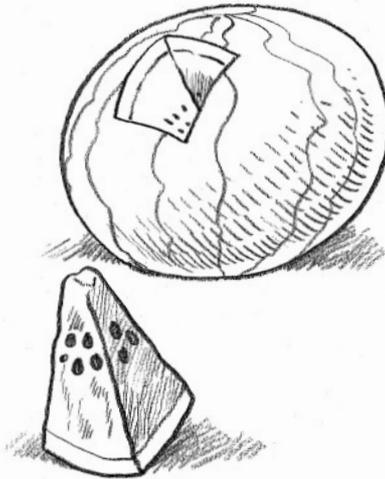
■ Repasar y escribir la grafía de la letra *d*, *D*. Repasar la serie (*d*, *dd*, *ddd*); trabajar la correcta realización del enlace.

# d D



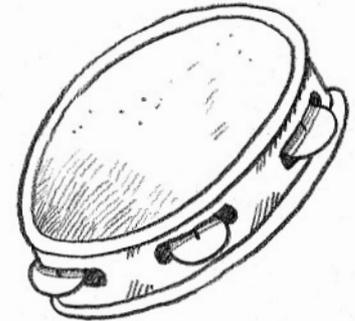
di de do

ni \_\_\_\_\_



di de do

san \_\_\_\_\_ a



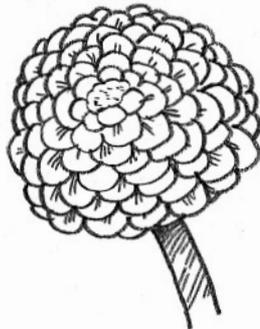
du di de

pan \_\_\_\_\_ eta



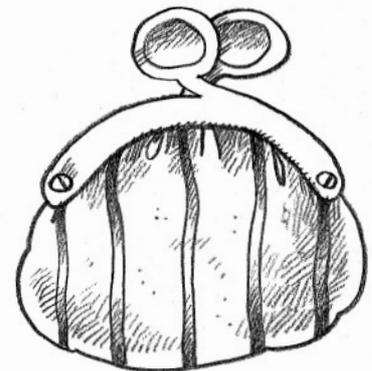
du di de

\_\_\_\_\_ cha



da do de

\_\_\_\_\_ lia

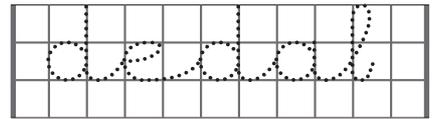
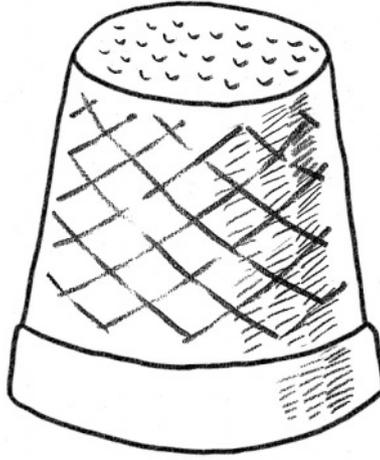


da do de

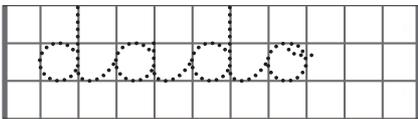
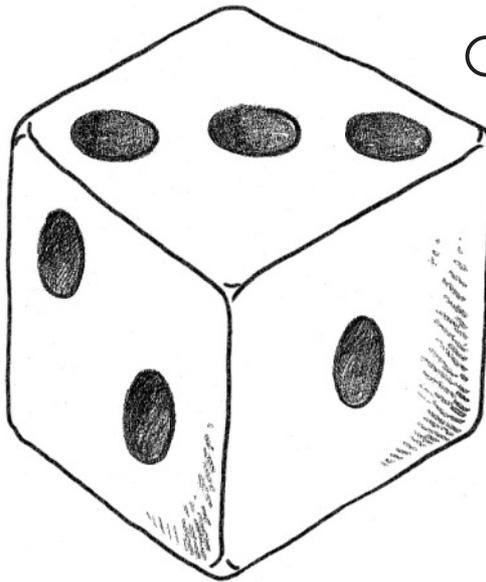
mon \_\_\_\_\_ ro

d D

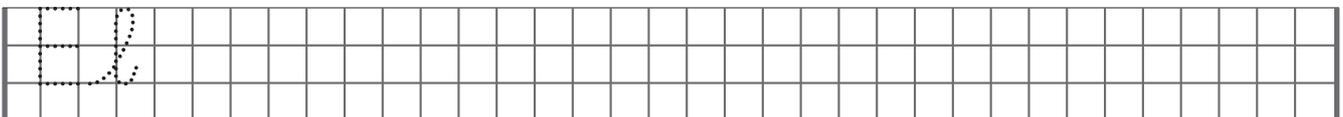
dedal



dado



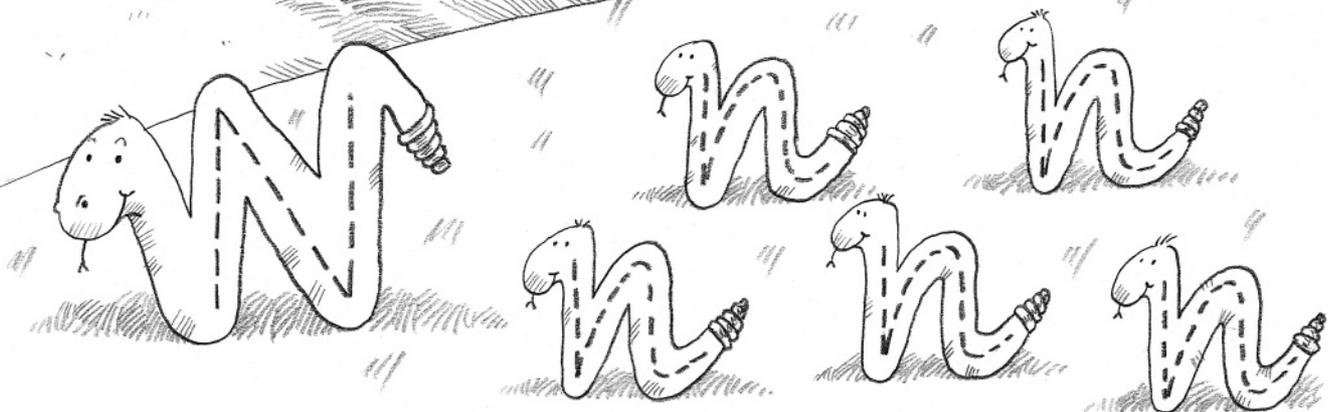
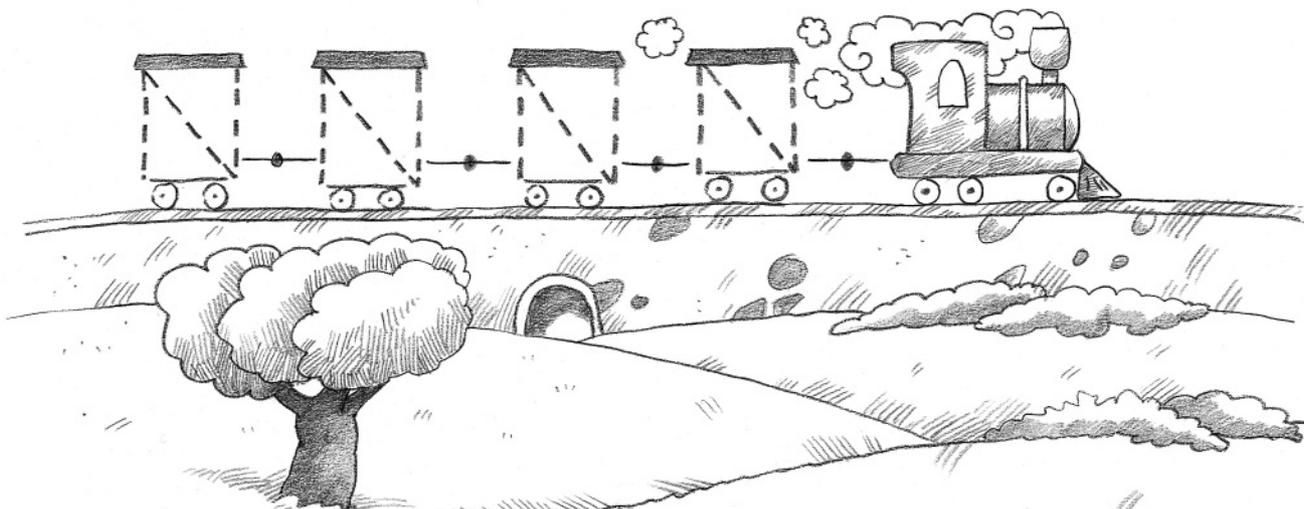
El dedal y el dado.



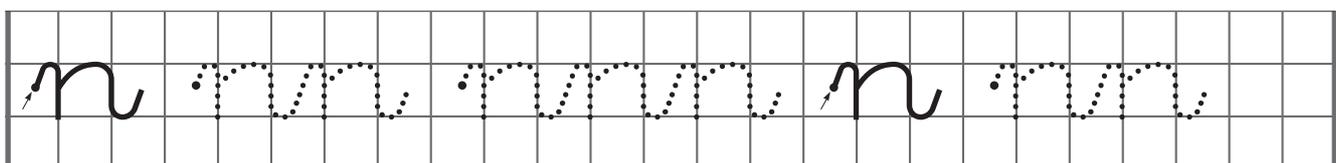
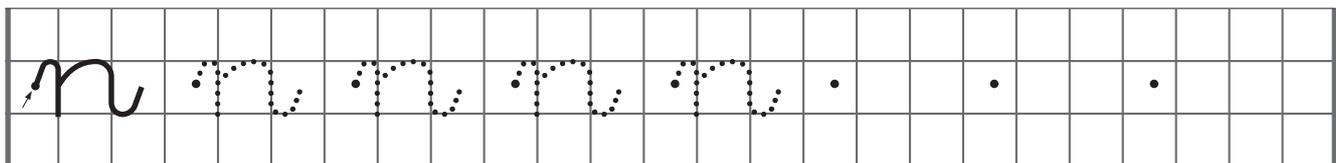
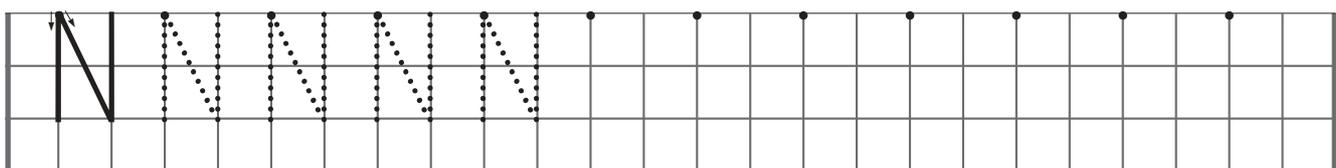
- Identificar los dibujos.
- Leer las palabras; repasar los trazos y escribirlos.

- Completar los nombres copiándolos del modelo.

# n N



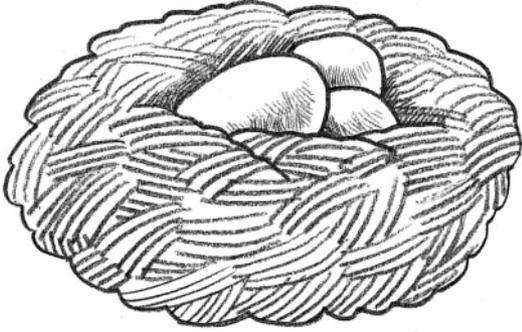
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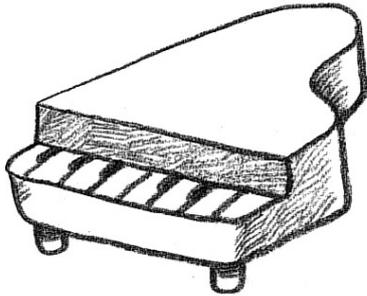
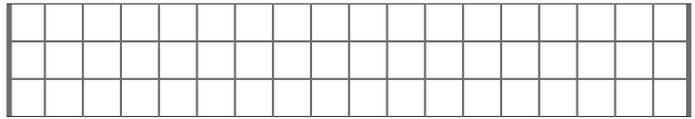
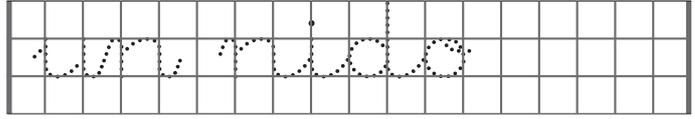
■ Repasar los trazos punteados de los dibujos. Comentar su parecido con la letra *n* minúscula y mayúscula.

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

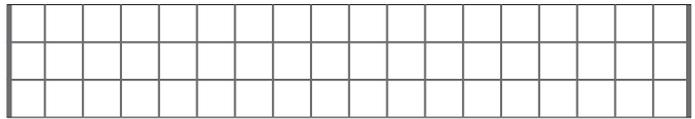
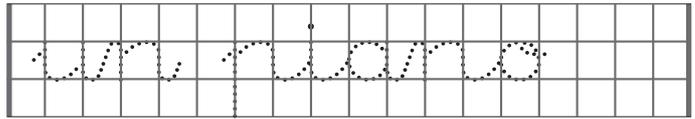
n N



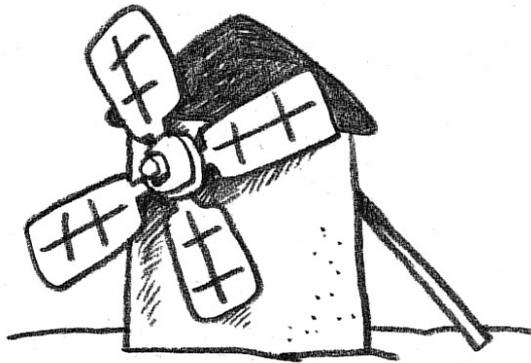
un nido



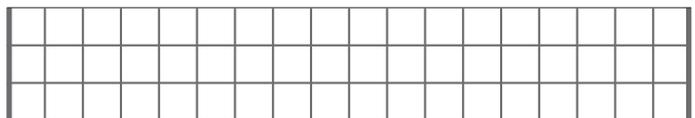
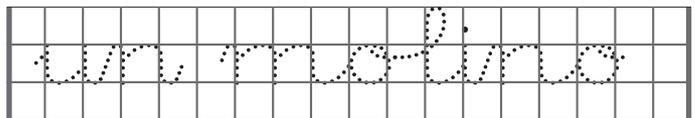
un piano



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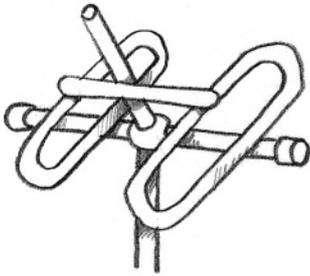
un molino



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

- Repasar y escribir las palabras copiándolas del modelo.

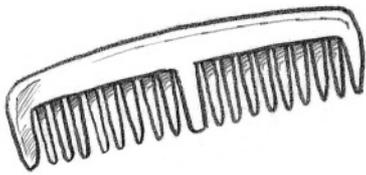
— n N —



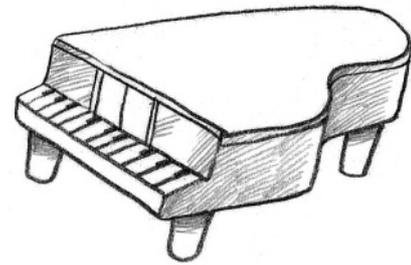
ante \_\_\_\_\_



\_\_\_\_\_ be



pei \_\_\_\_\_



pia \_\_\_\_\_

- Ana tiene un león.



Ana

- Un pato en una lata.



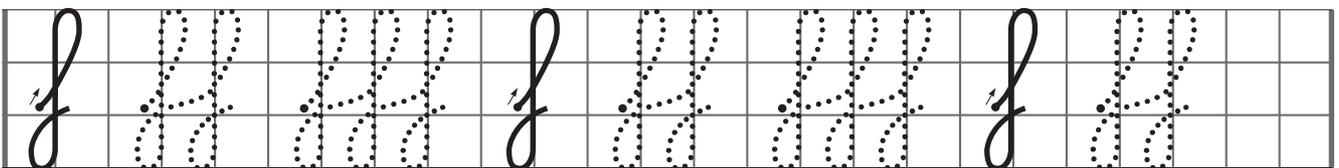
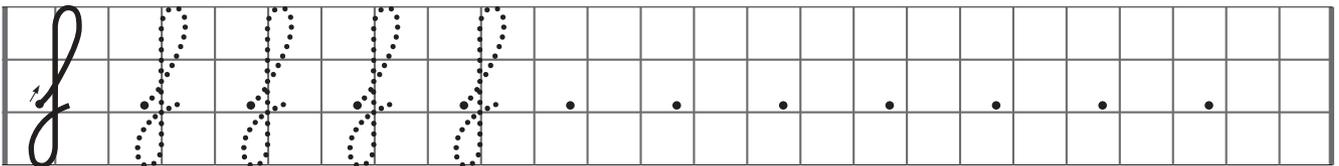
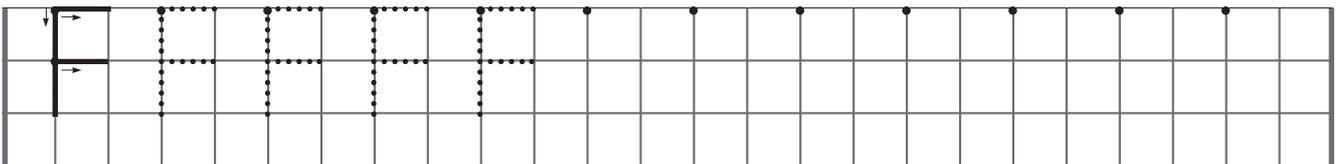
Un

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

f F



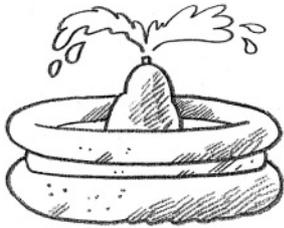
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■ Repasar en la ilustración los trazos punteados. Comentar su parecido con la *f* minúscula y mayúscula.

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

f F



\_\_\_\_\_ente

fo

fa

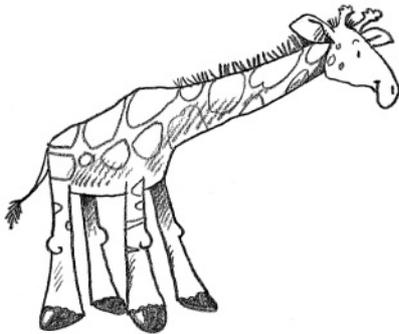
fe

fi

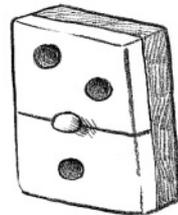
fu



semá\_\_\_\_\_ro



jira\_\_\_\_\_



\_\_\_\_\_cha



\_\_\_\_\_lo

Fi

Fe

Fa



\_\_\_\_\_lipe

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

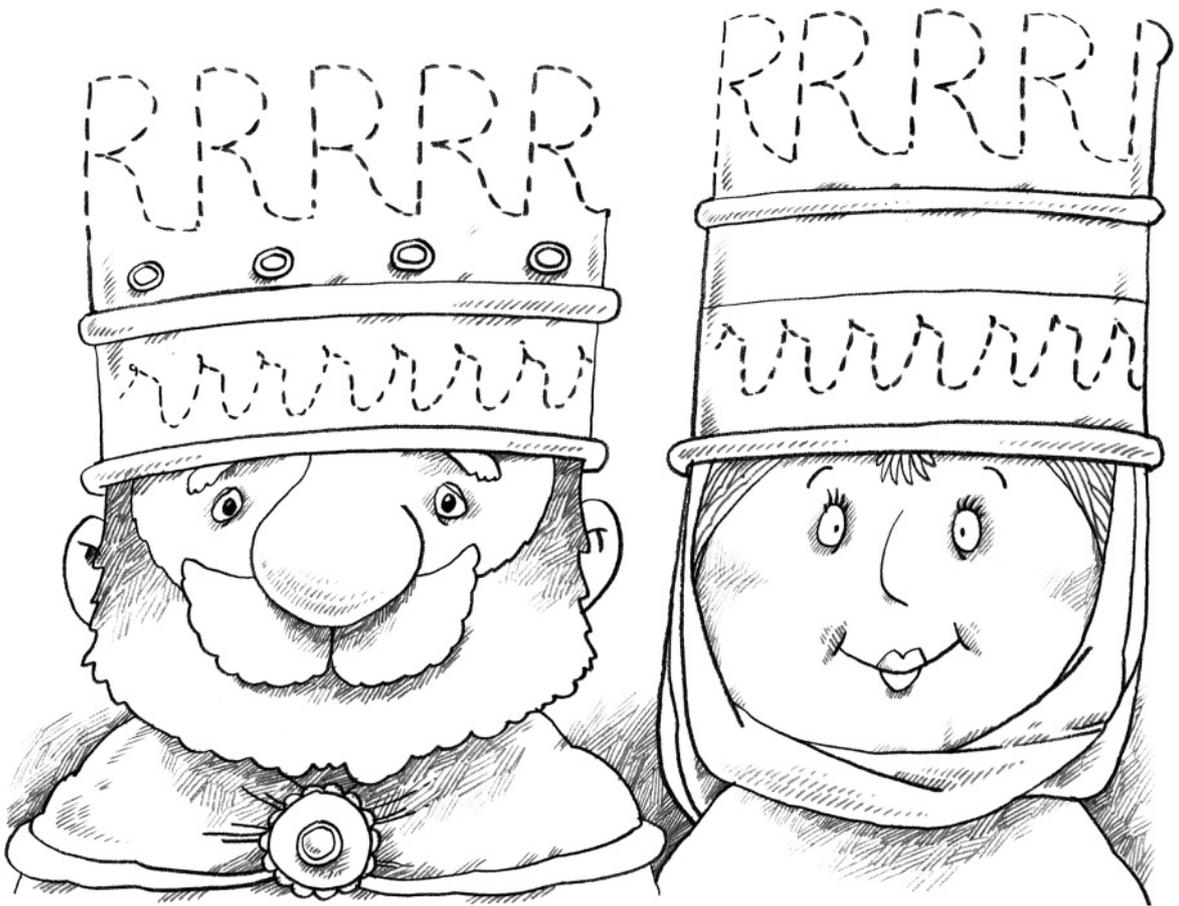
- Unir cada sílaba con la palabra que la incluye.
- Diferenciar la F mayúscula de la f minúscula.

— f F —

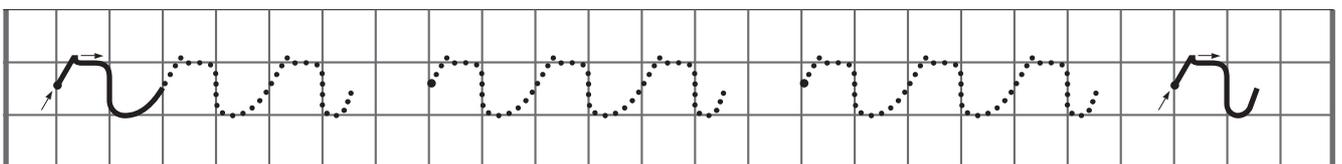
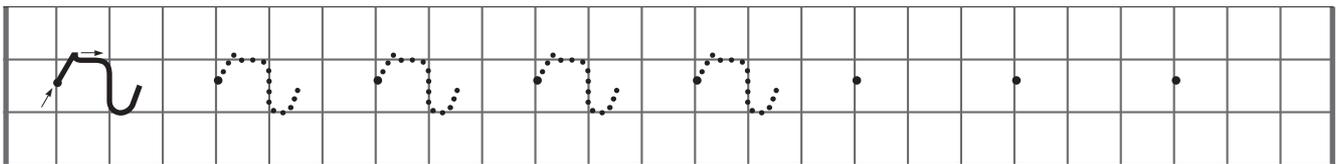
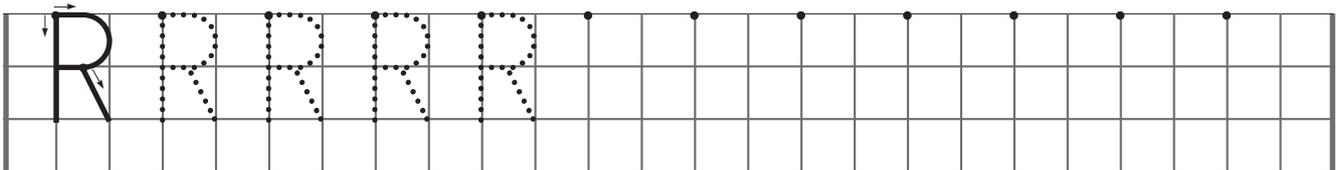


- La \_\_\_\_\_ está en el sofá.
- El \_\_\_\_\_ está en el suelo.
- El \_\_\_\_\_ está en la mesa.

— r R / r —



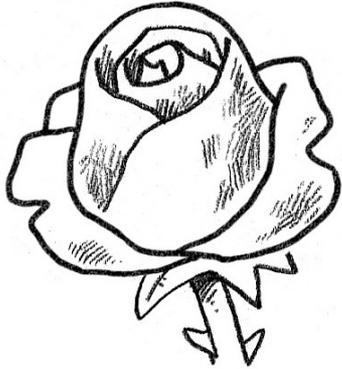
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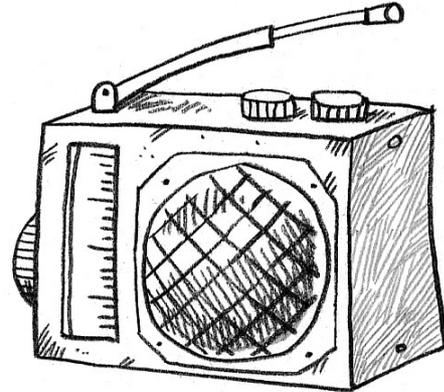
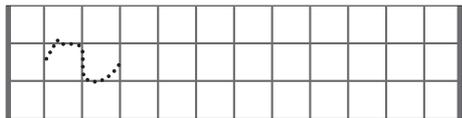
■ Repasar en la ilustración los trazos punteados.

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

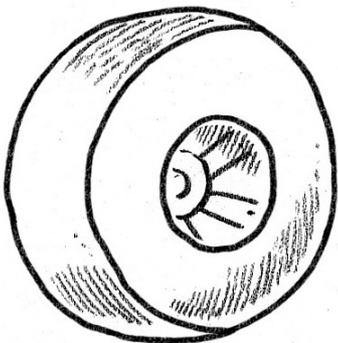
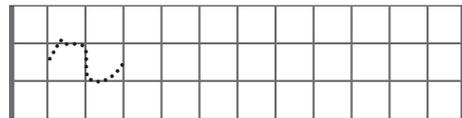
— r R / r



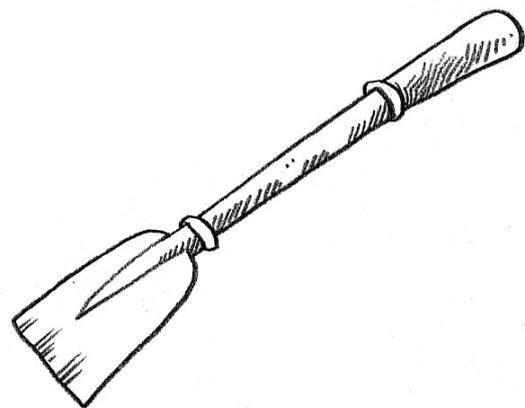
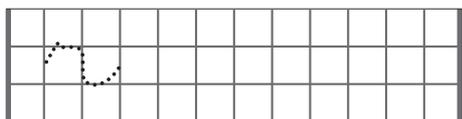
rosa



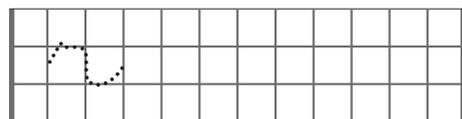
radio



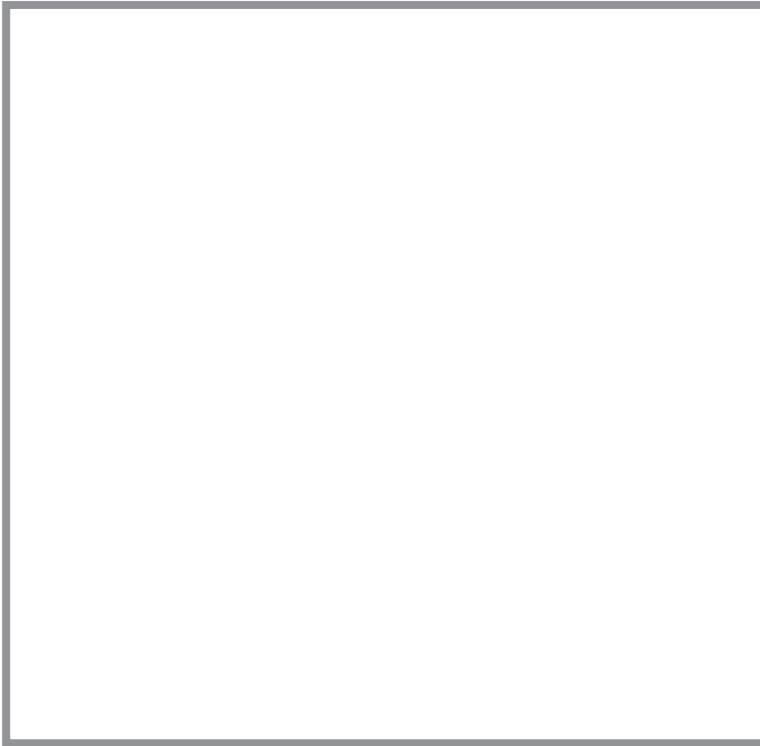
rueda



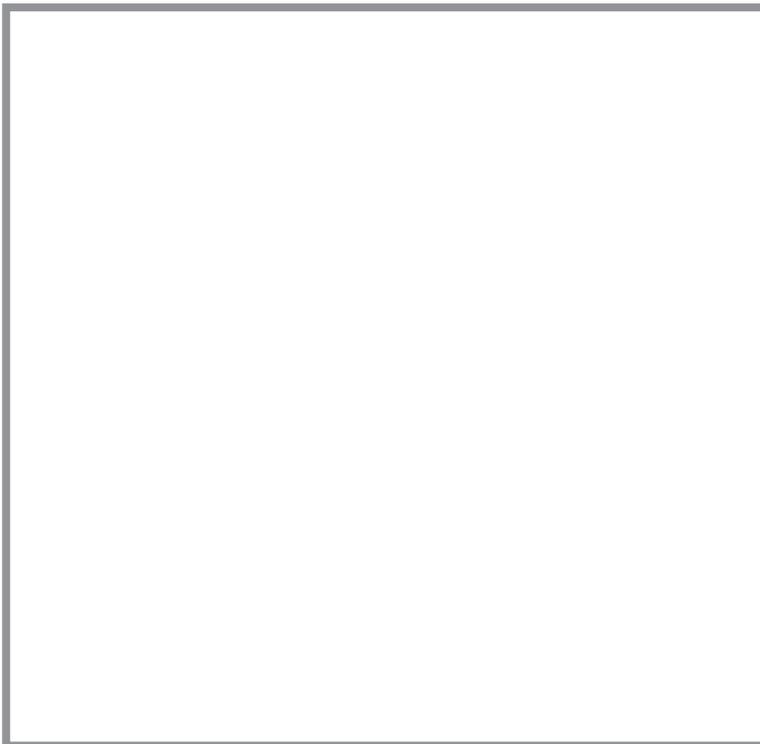
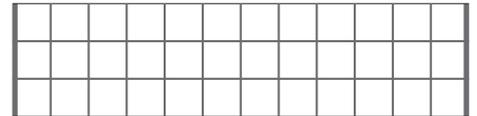
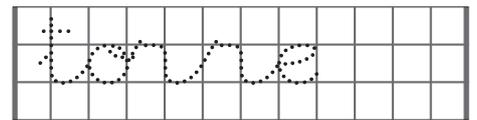
remo



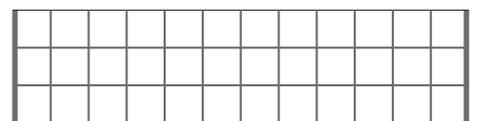
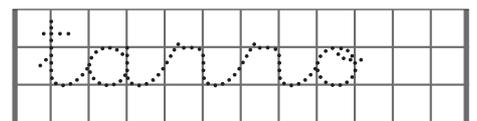
— r R / r —



torre



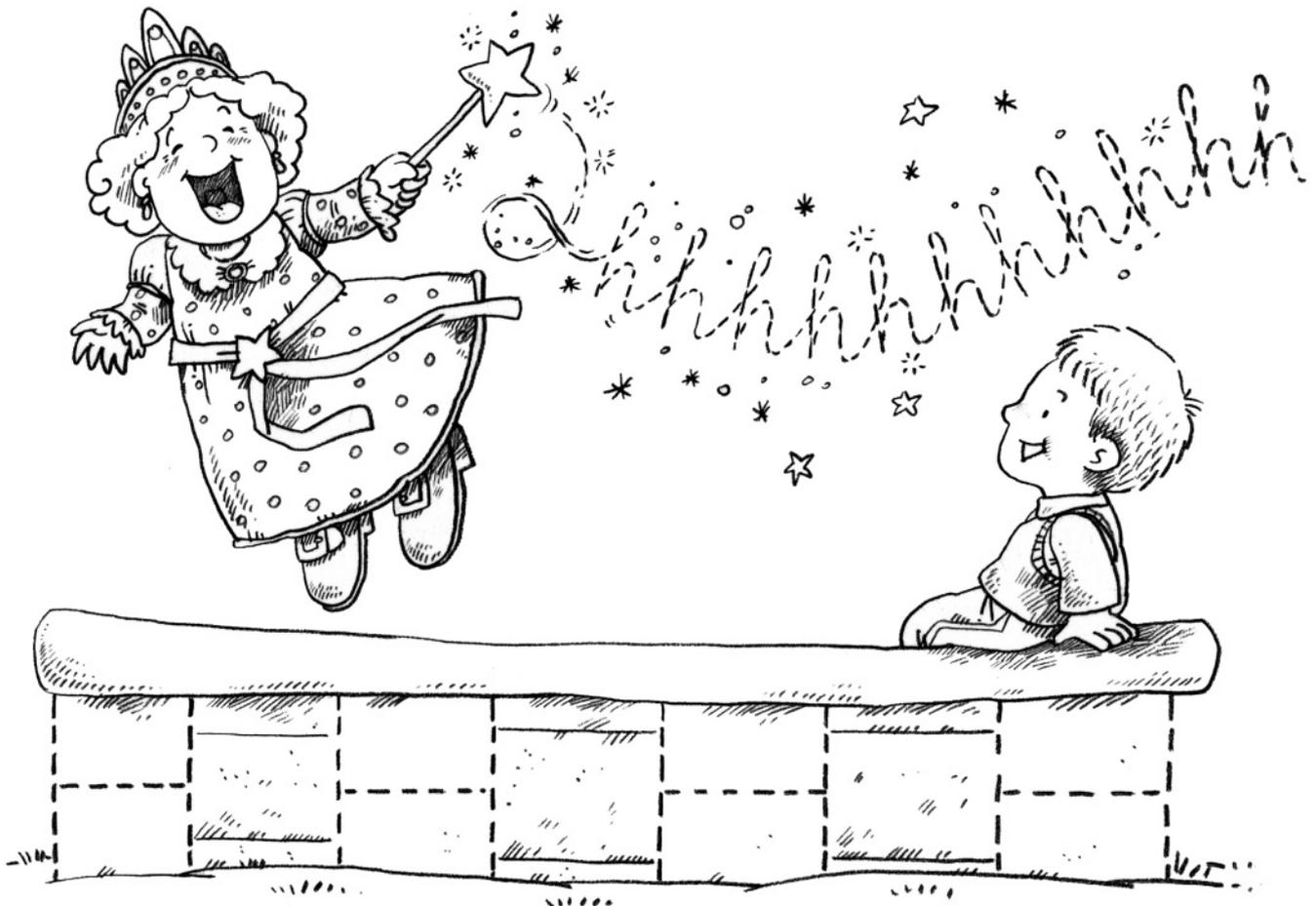
tarro



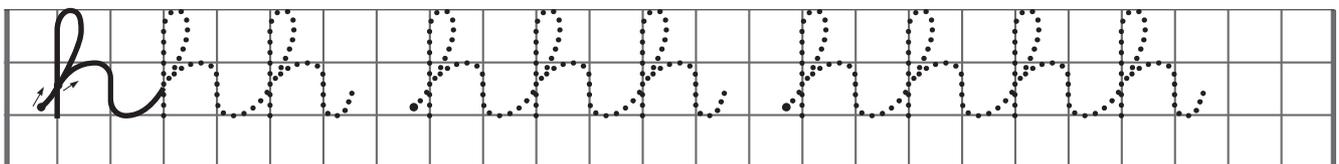
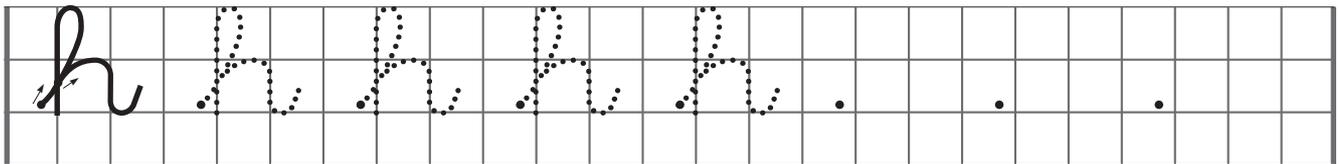
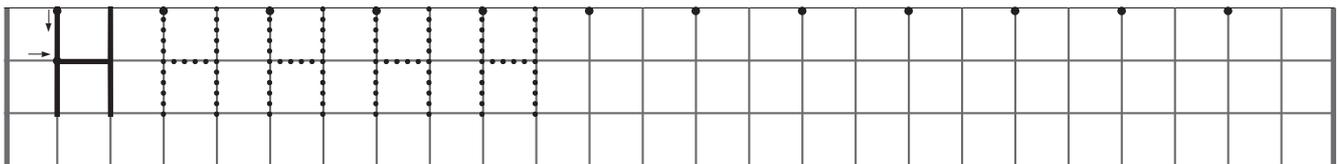
- Leer las palabras.
- Dibujar en los espacios los elementos correspondientes.

- Repasar y escribir las palabras copiándolas del modelo.

# h H



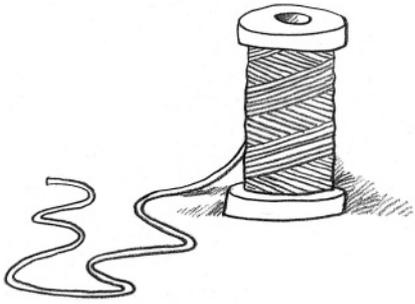
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■ Repasar en la ilustración los trazos punteados.

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

# h H

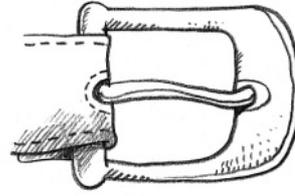


he

hi

hu

\_\_\_\_\_to



he

hi

hu

\_\_\_\_\_billa

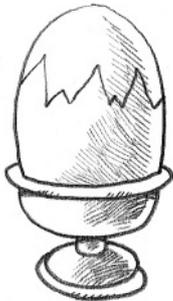


he

hi

hu

\_\_\_\_\_mo



hu

hi

he

\_\_\_\_\_evo



ho

ha

hu

\_\_\_\_\_da

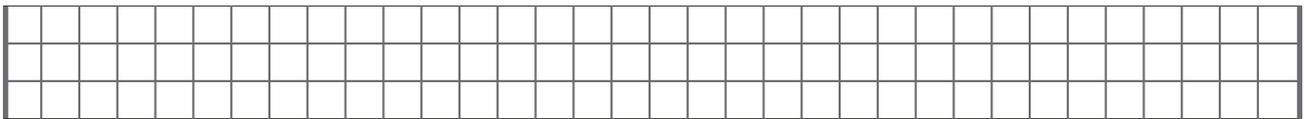
■ Identificar los elementos destacando y rodeando la sílaba correspondiente.

■ Escribir las sílabas para completar las palabras.

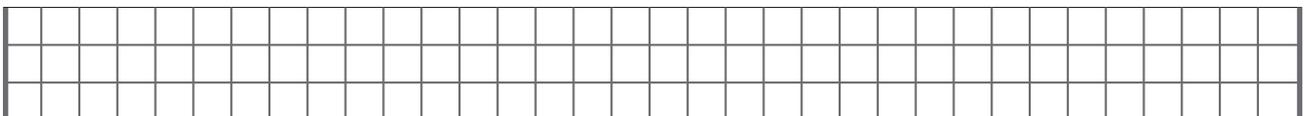
h H



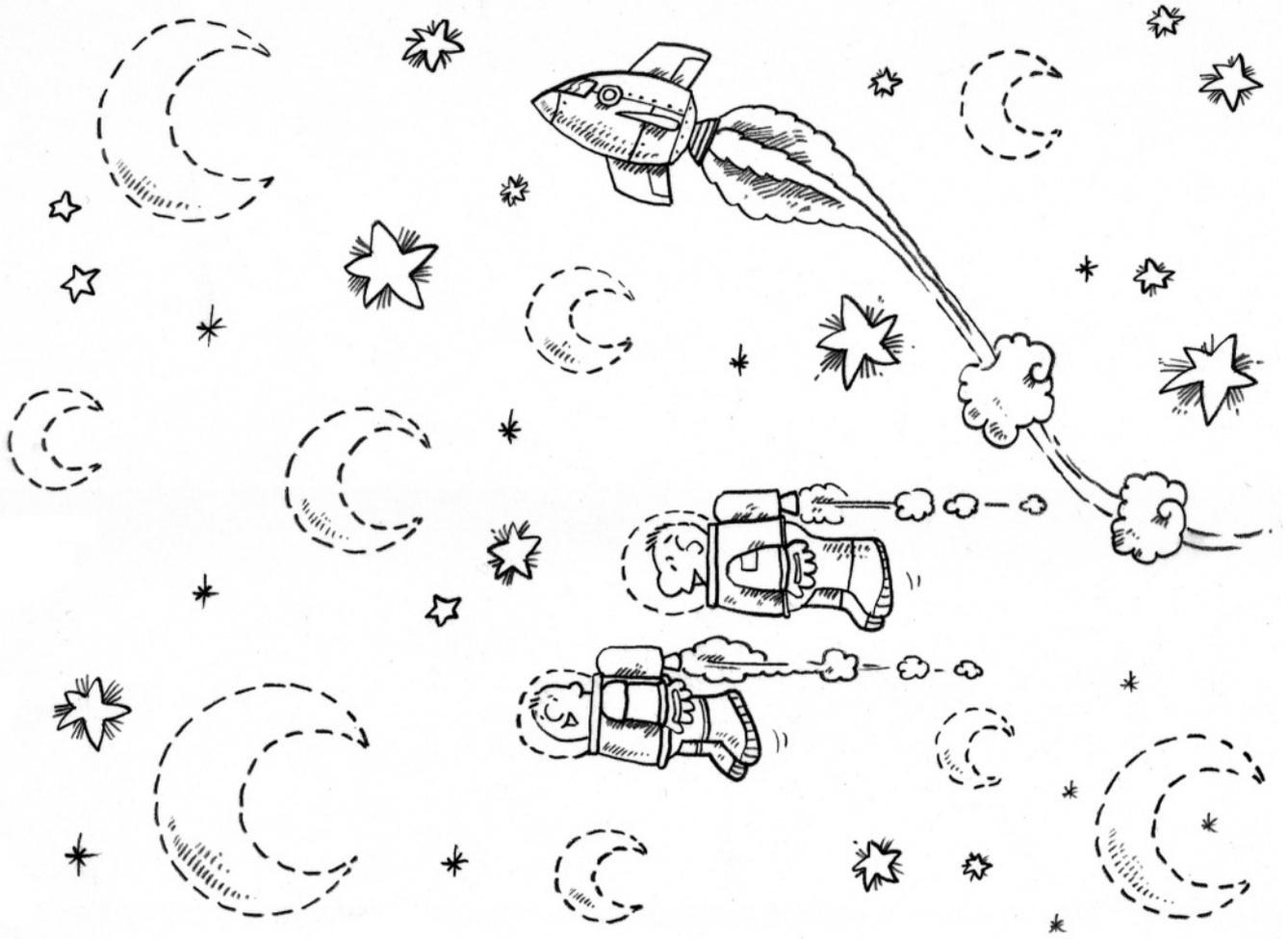
- El hada y el hotel.



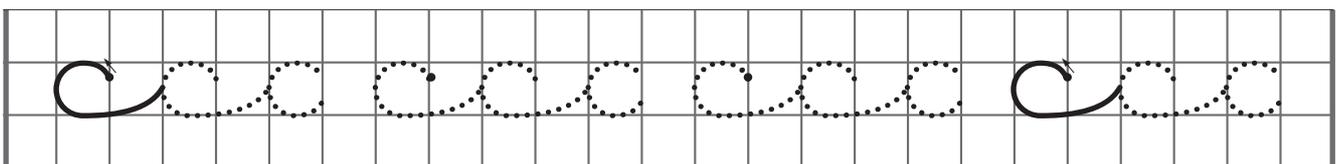
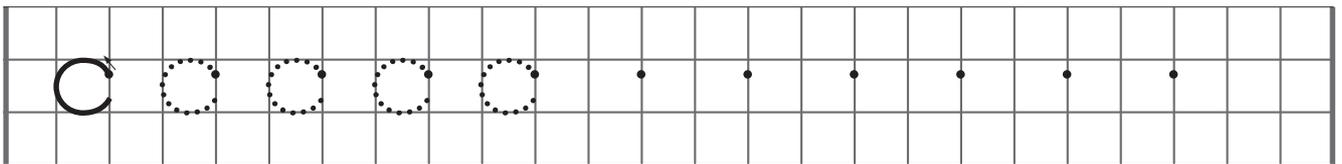
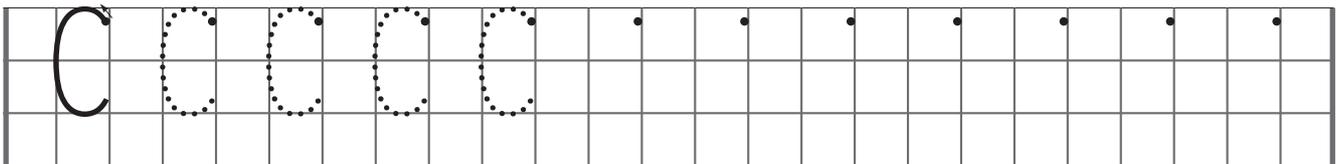
- El helado y el hueso.



c C (ca, co, cu)



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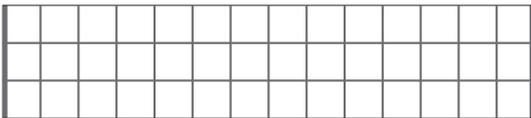
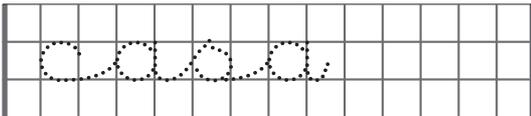
■ Repasar en la ilustración los trazos punteados.

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

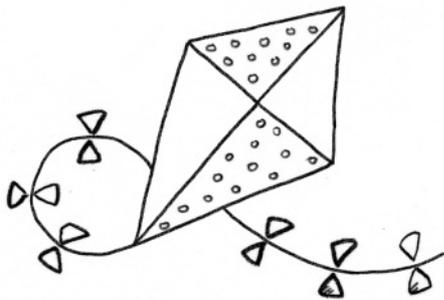
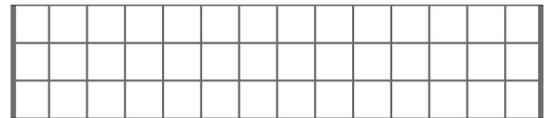
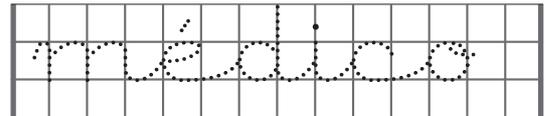
— c C (ca, co, cu) —



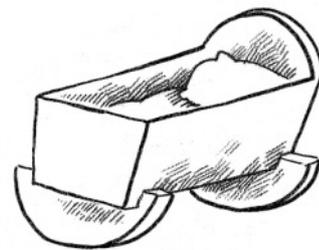
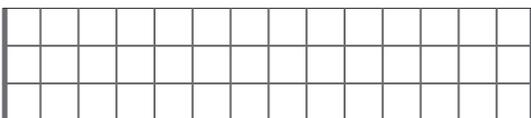
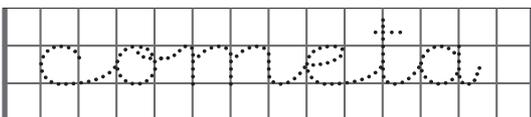
casa



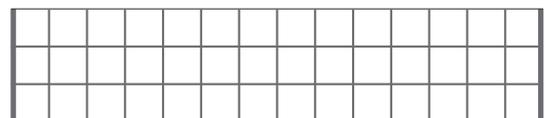
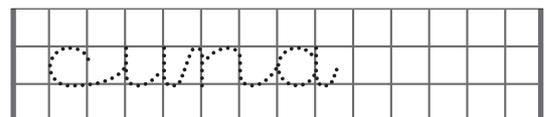
médico



cometa



cuna



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

- Completar los nombres copiándolos del modelo.

— c C (ca, co, cu) —



- La cuna y la casa.

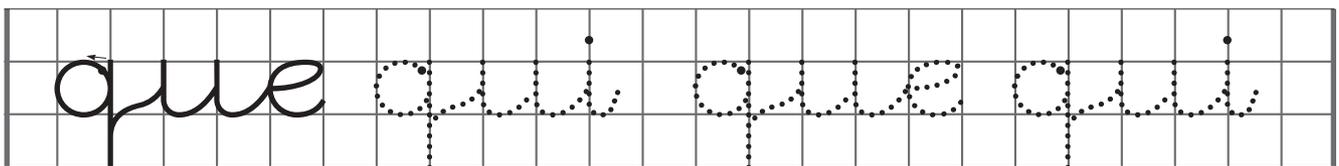
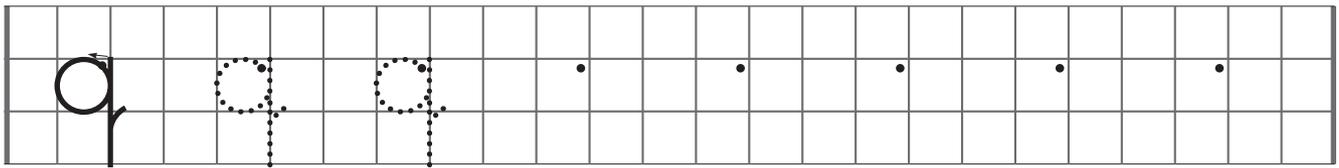
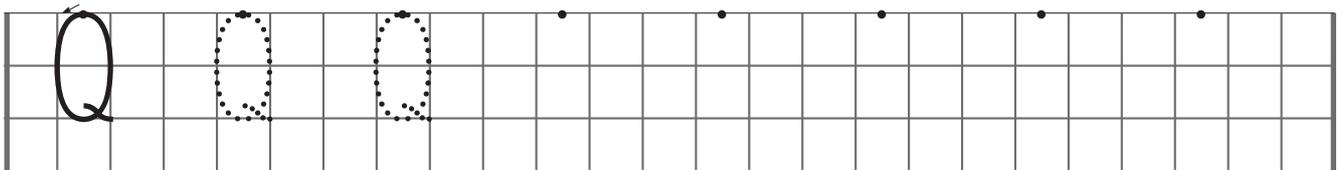
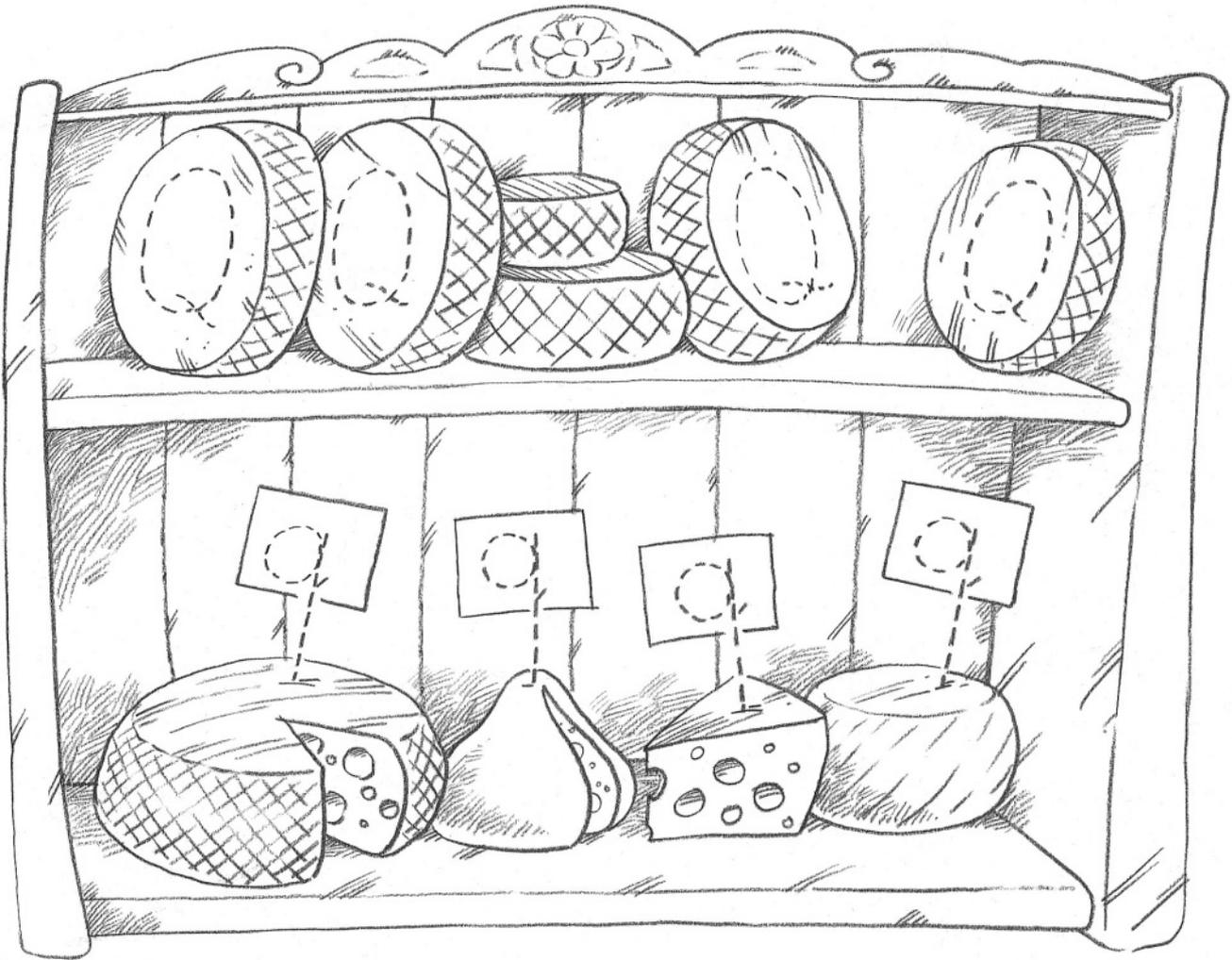
La cuna



- La cometa de Paco.

La cometa

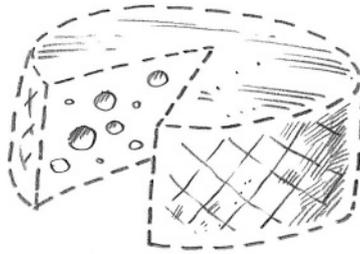
q Q



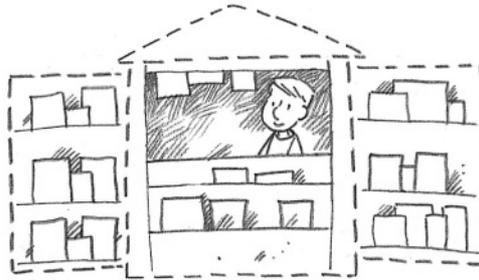
- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra q, Q.

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

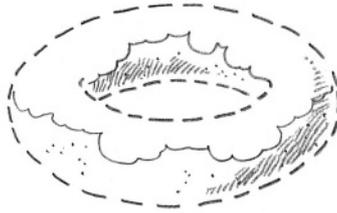
q Q



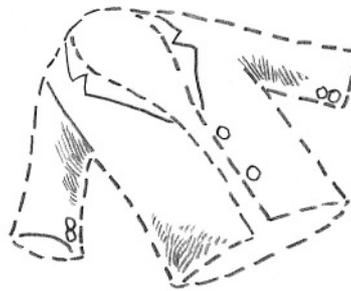
queso



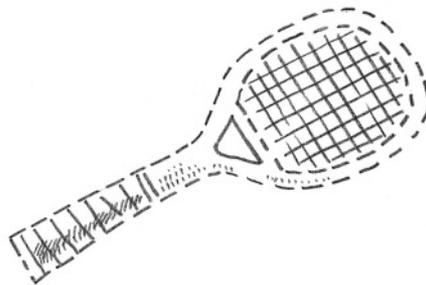
quiosco



rosquilla



chaqueta



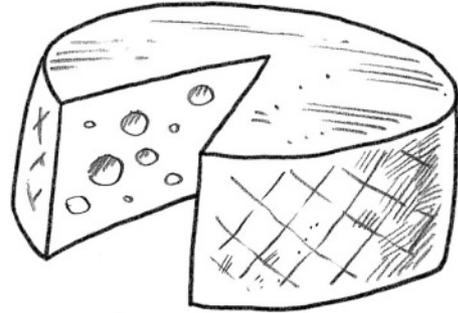
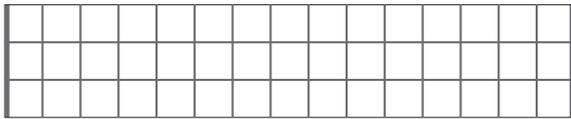
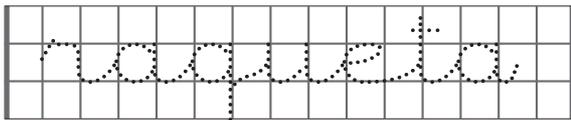
raqueta

- 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.

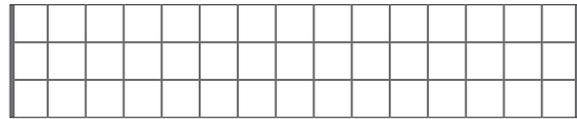
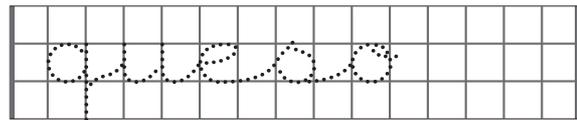
q Q



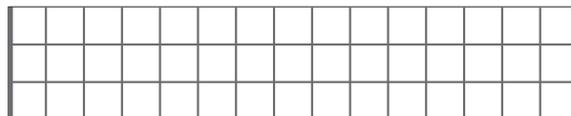
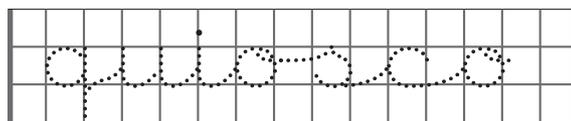
raqueta



queso



quiosco



q Q



- Tengo dos raquetas.

Tengo



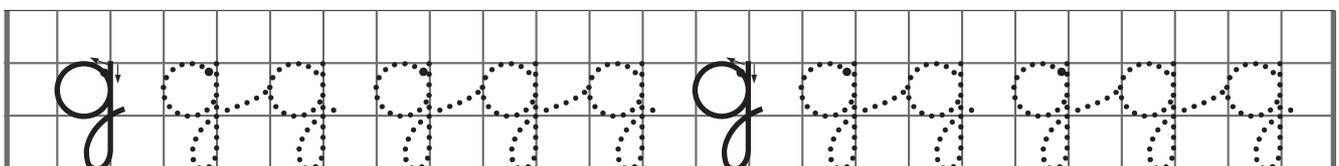
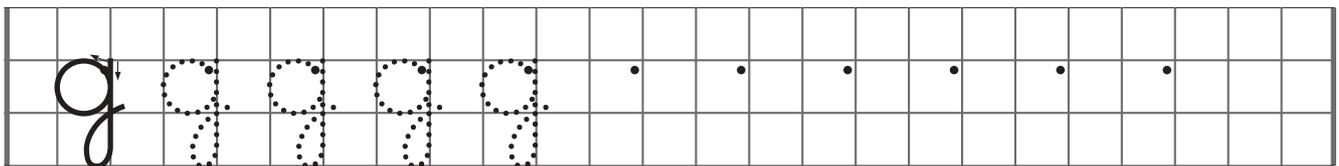
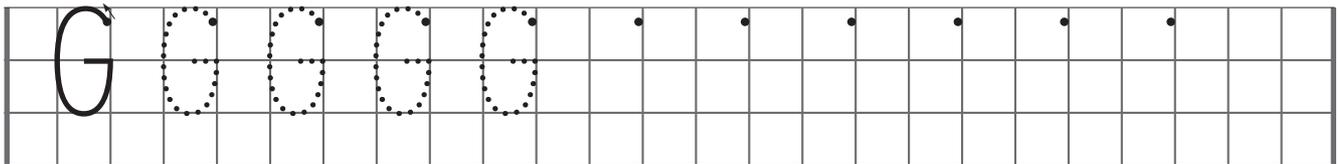
- Luis se come el queso.

Luis se come

g G



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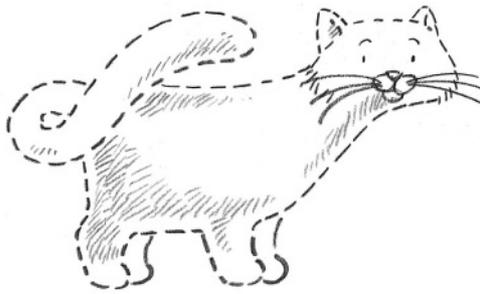
- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra g, G.

- Repasar y trabajar la correcta realización del enlace.

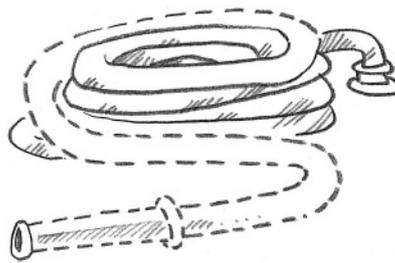
g G



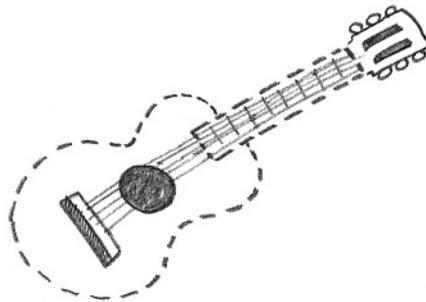
gorro



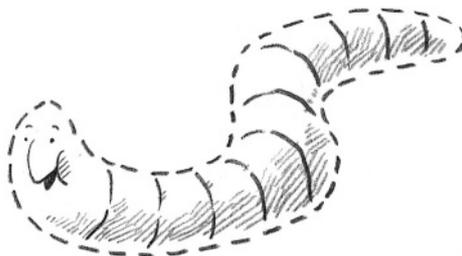
gato



manguera



guitarra

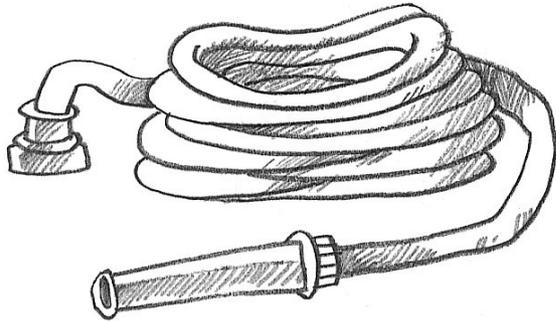


gusano

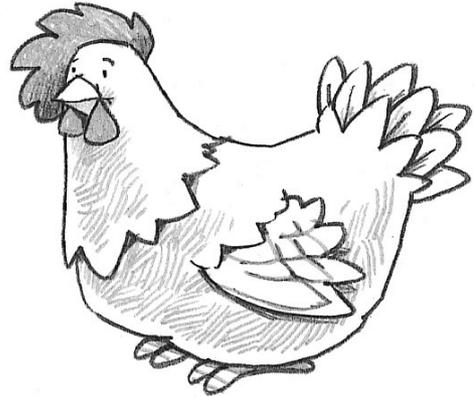
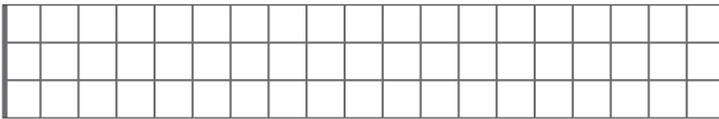
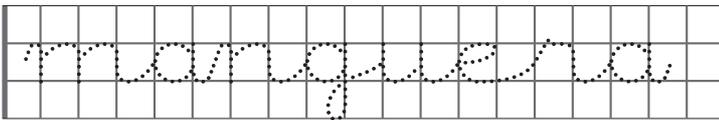
- Repasar los trazos punteados.
- Unir cada palabra con el dibujo y la sílaba correspondientes.

- Rodear las sílabas dentro de las palabras atendiendo al código:  
go: rojo; ga: azul; gue: verde; gui: amarillo; gu: negro.

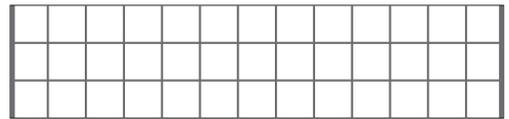
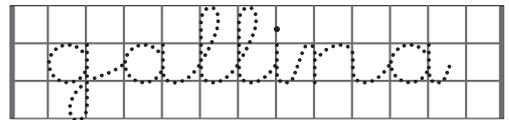
g G



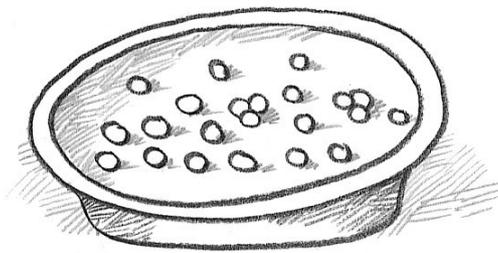
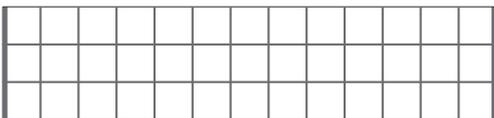
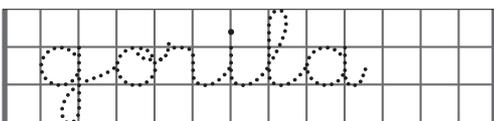
manguera



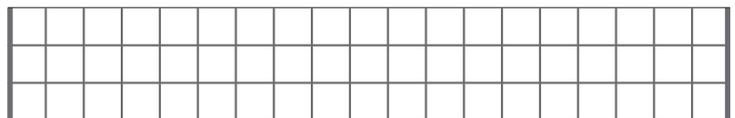
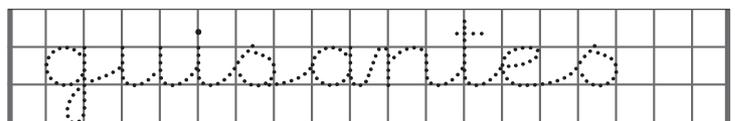
gallina



gorila



guisantes

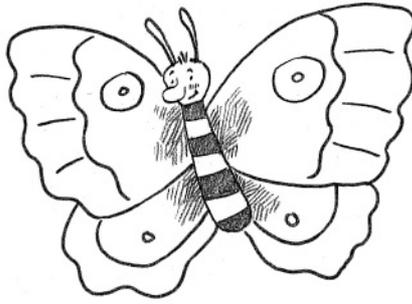


- Identificar los dibujos.
- Leer las palabras.

- Escribir las palabras copiándolas del modelo.



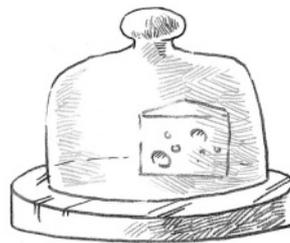
— r R (sonido suave)



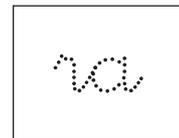
mariposa



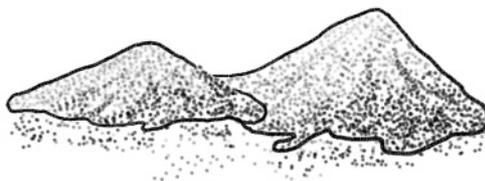
tesoro



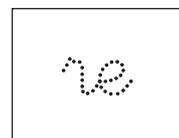
quesera



piruleta



arena



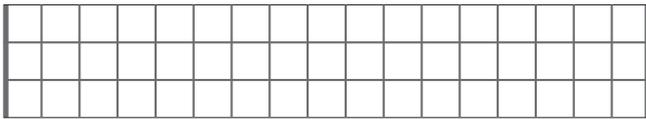
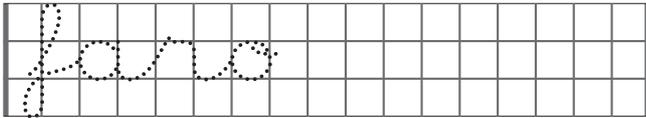
■ Unir cada palabra con el dibujo y la sílaba correspondientes.

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

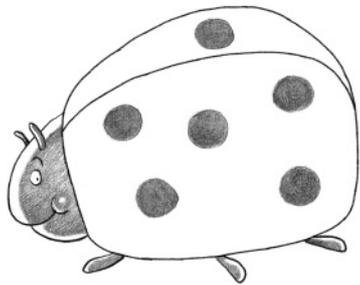
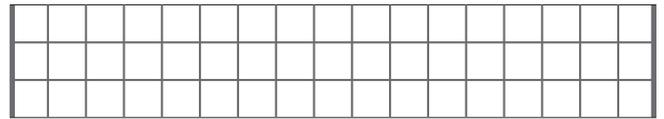
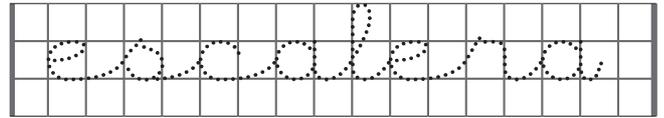
— r R (sonido suave) \_\_\_\_\_



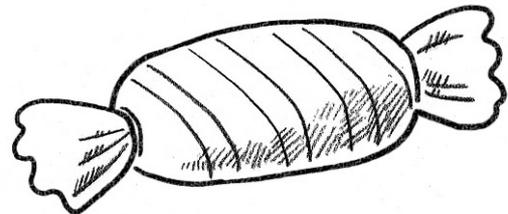
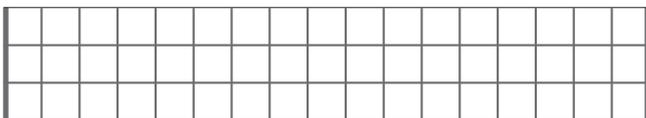
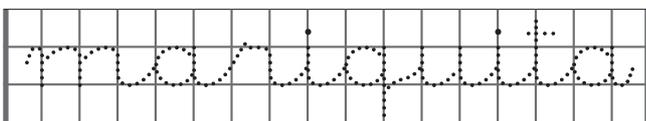
faro



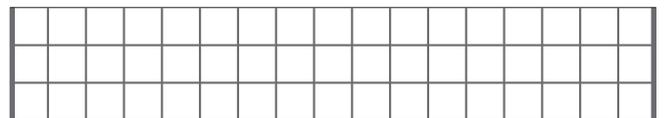
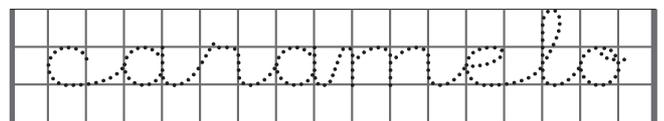
escalera



mariposa



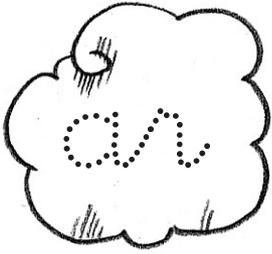
caramelo



- Identificar los dibujos.
- Leer las palabras.

- Escribir las palabras copiándolas del modelo.

— r R (sonido suave) —



hormiga



carta



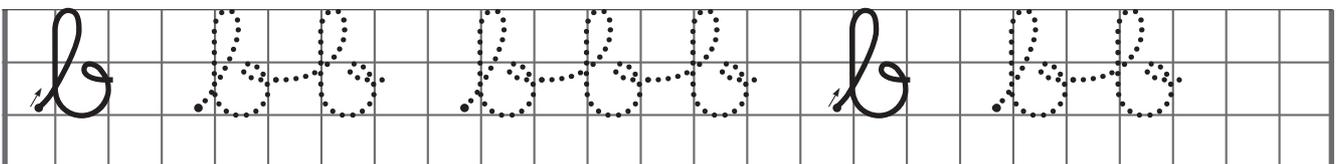
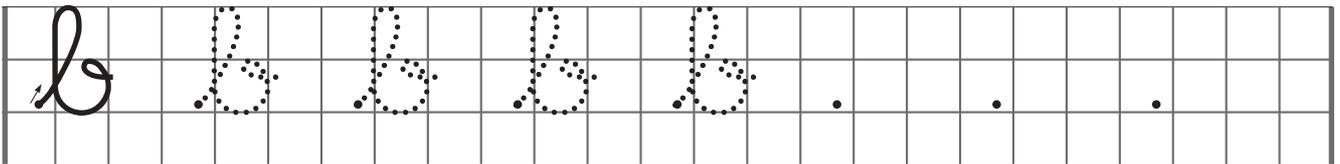
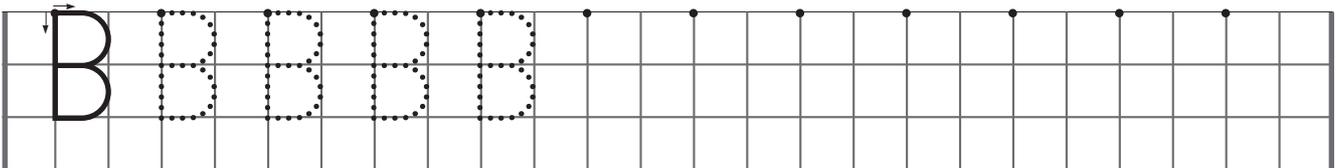
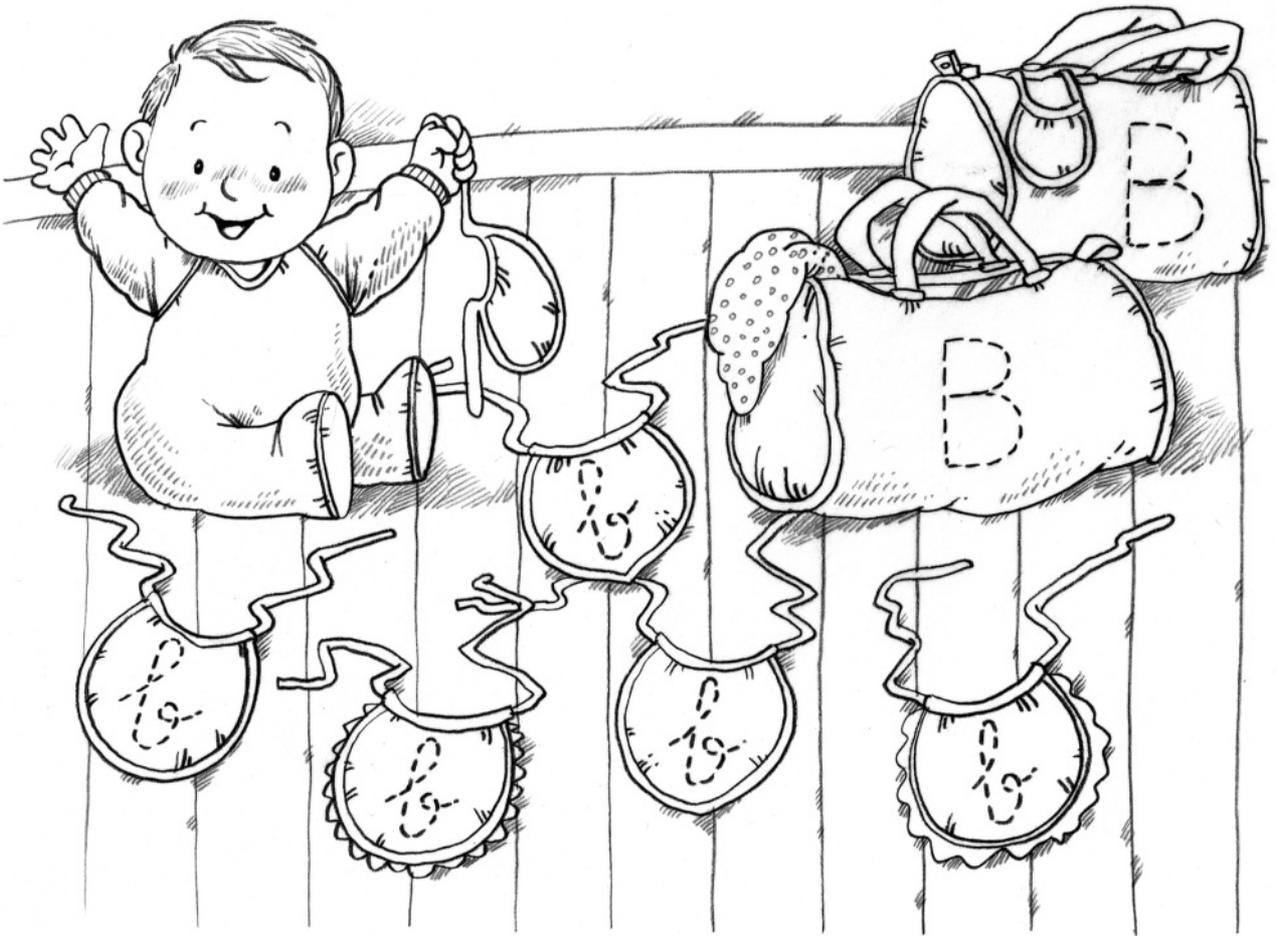
furgoneta



persona



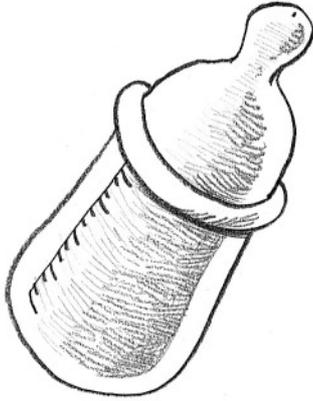
b B



■ 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

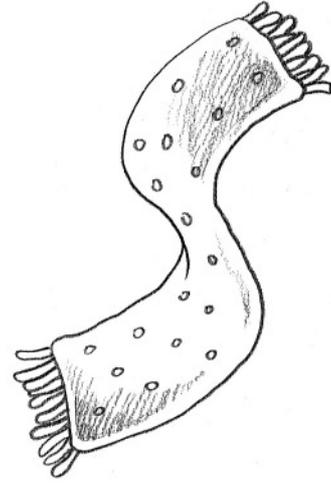


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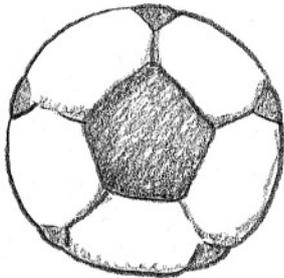


bi

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\_\_\_\_\_ fanda

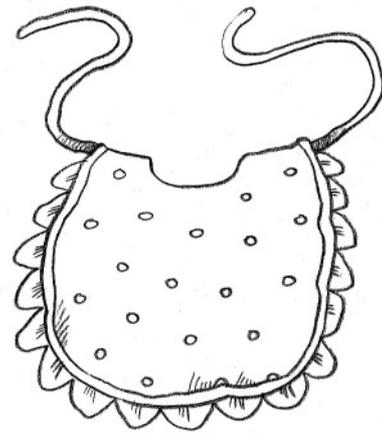


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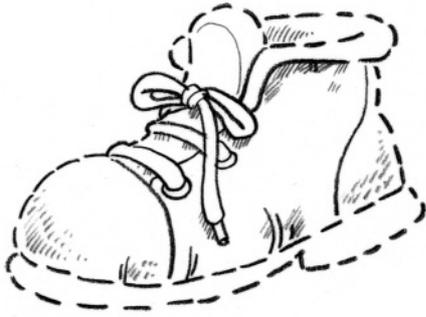
be

ba

bi

\_\_\_\_\_ berco

# b B



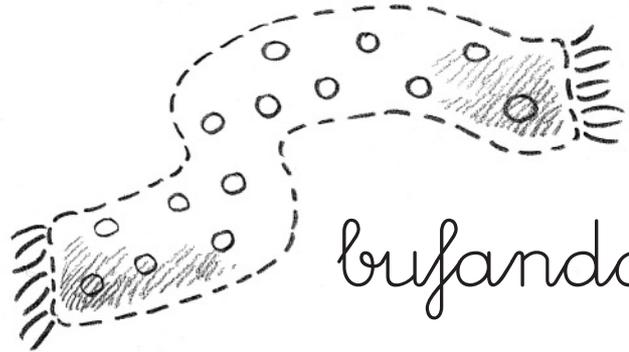
bota



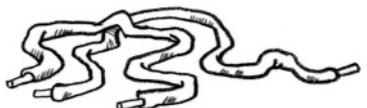
batido



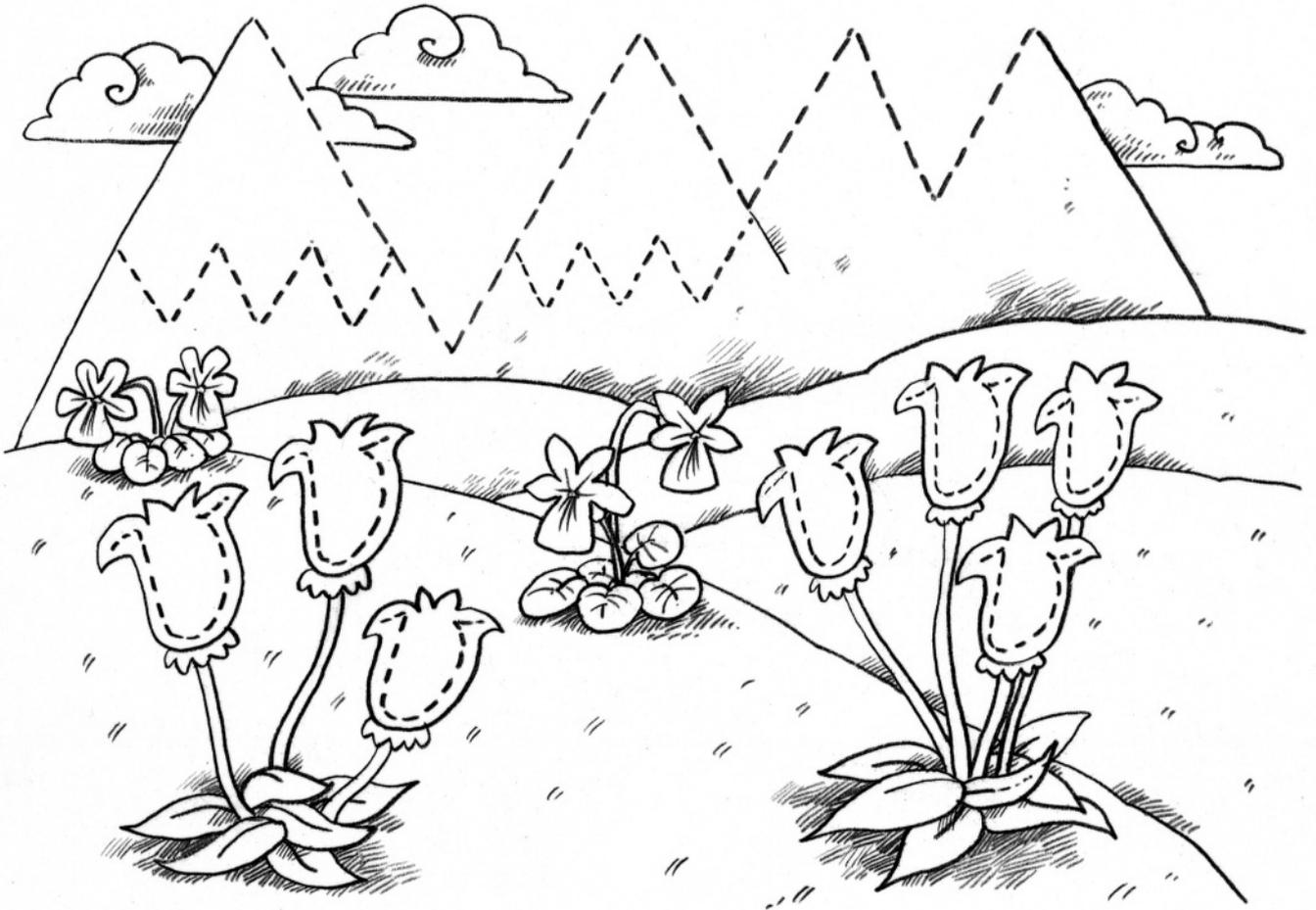
bebé



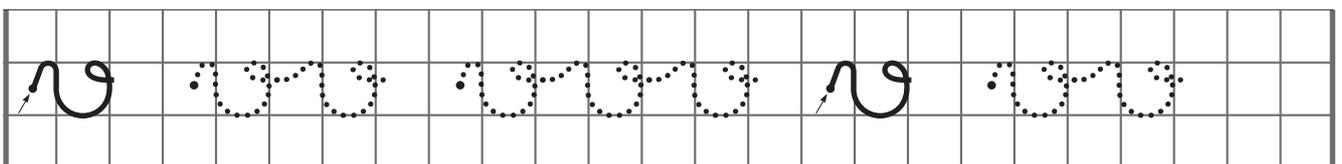
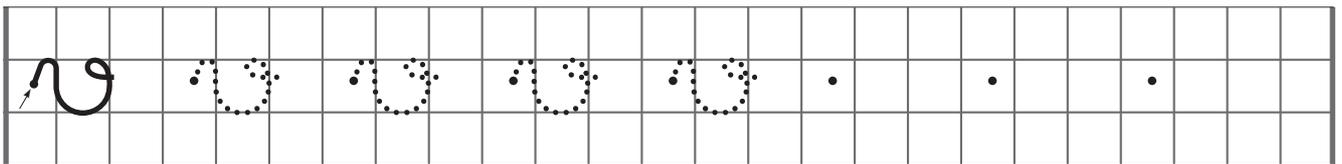
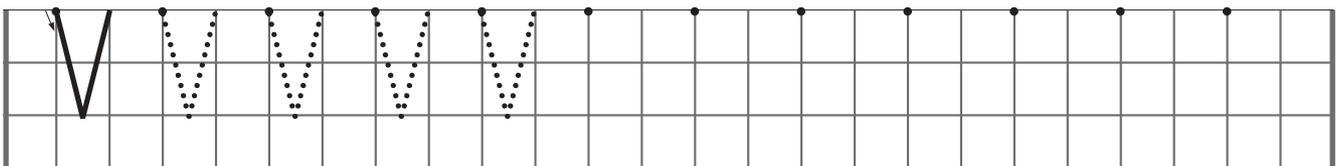
bufanda

- 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.

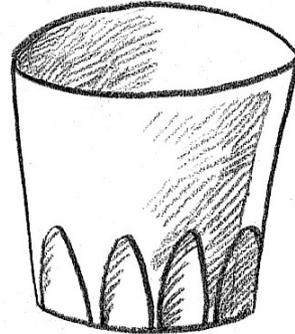
■ Repasar y escribir la letra v. Trabajar la correcta realización del enlace.

v

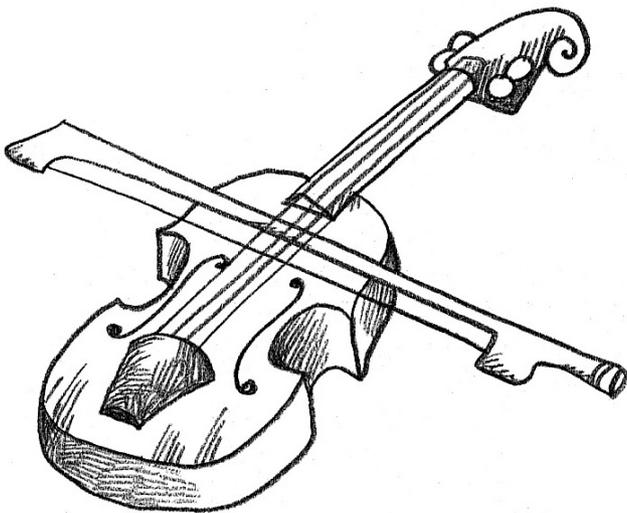
V



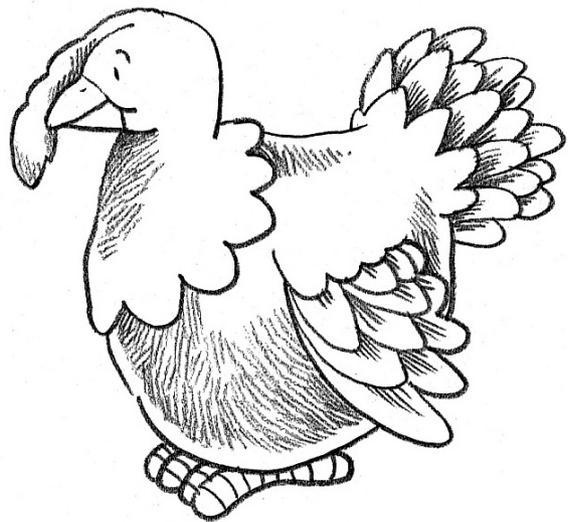
vela

vaso

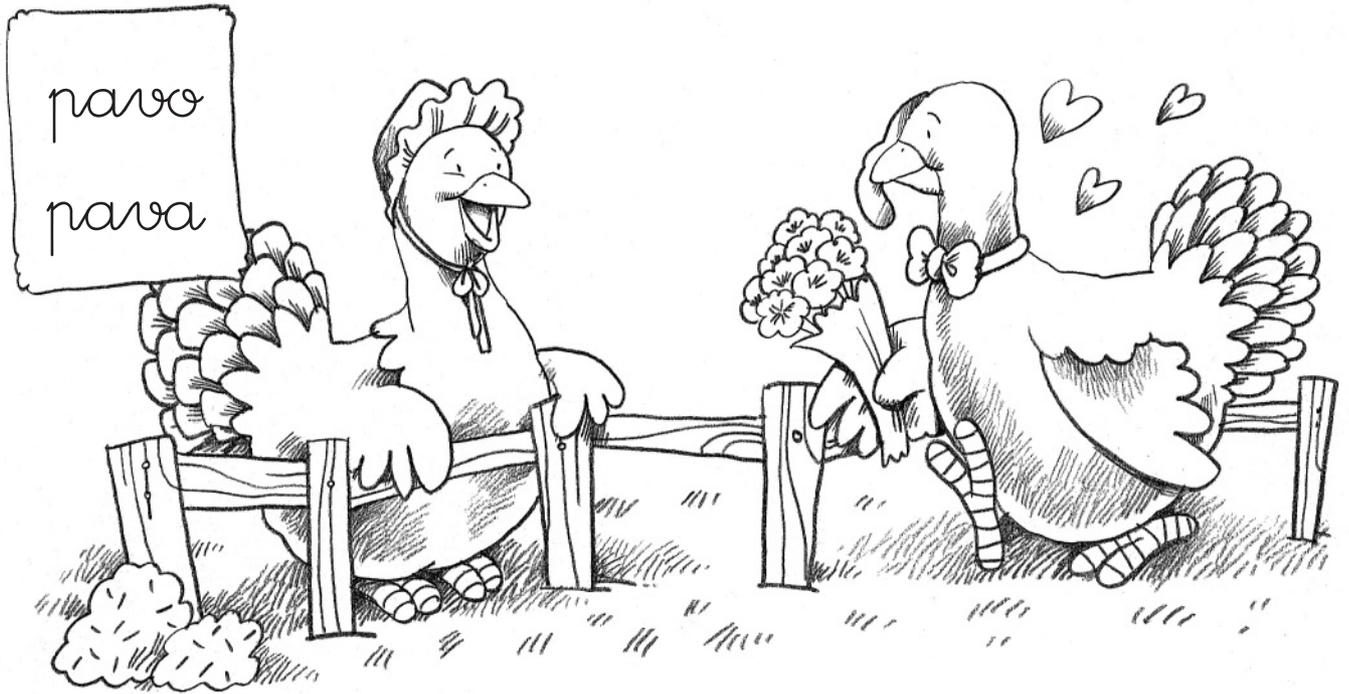



violín

pavo


— *v* V —



- La \_\_\_\_\_ y el \_\_\_\_\_.
- El \_\_\_\_\_ visita a la \_\_\_\_\_.
- El \_\_\_\_\_ ama a la \_\_\_\_\_.

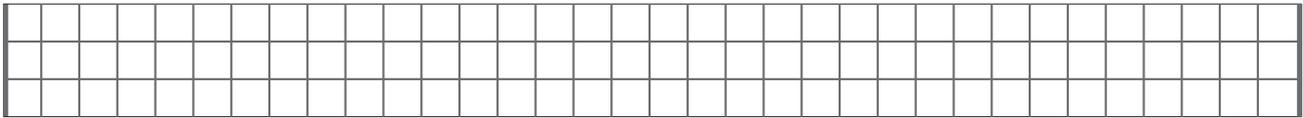
■ Describir la escena; leer las palabras del cartel.  
 ■ Completar las frases con la palabra que falta.

■ Escribir y leer las frases completas.

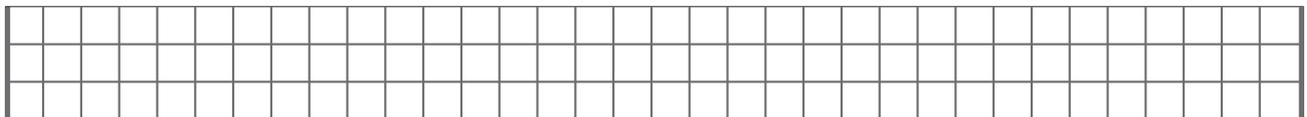
v V



- Una vela verde.



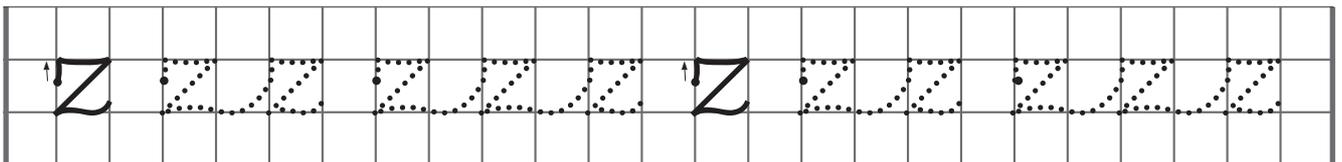
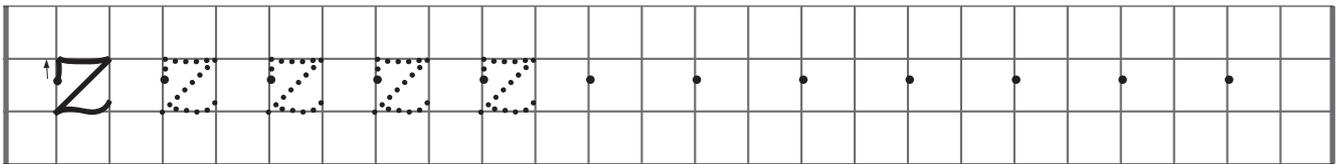
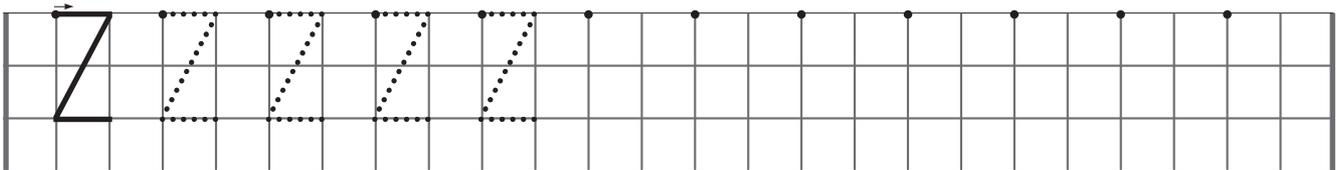
- El vaso tiene vasos.



z Z



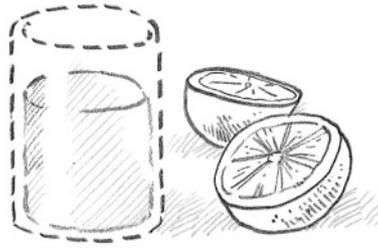
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- Repasar en la ilustración los trazos punteados.
- Repasar y escribir la grafía de la letra z, Z.

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

z Z



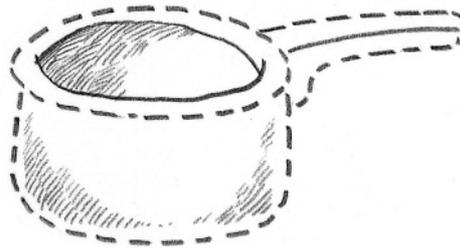
zumo



zapato



lazo



cazo

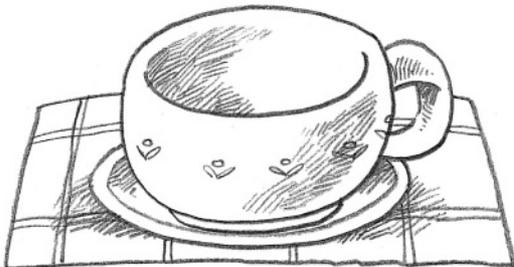


zorro

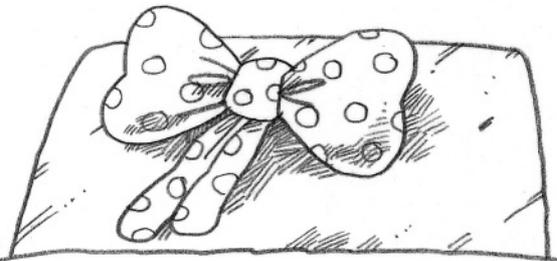
- Repasar los trazos punteados.
- Identificar los elementos; unir cada palabra con el dibujo y la sílaba correspondientes.

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

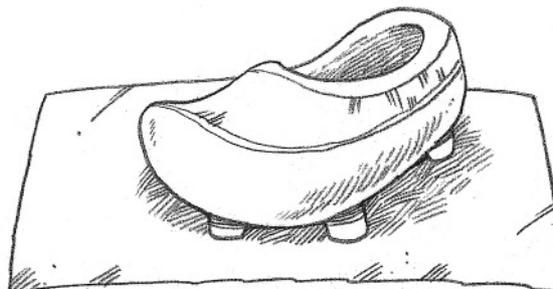
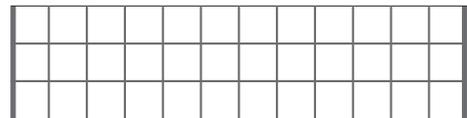
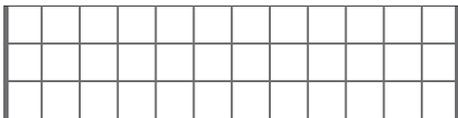
z Z



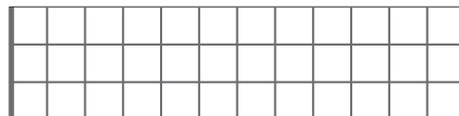
taza



lazo



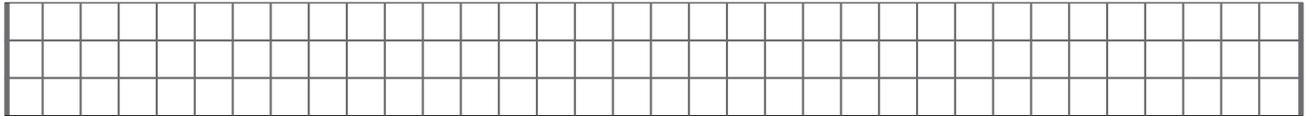
zueco



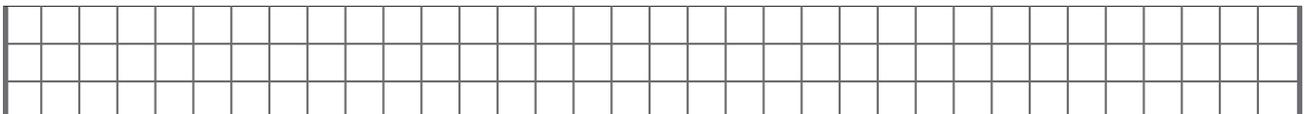
z Z



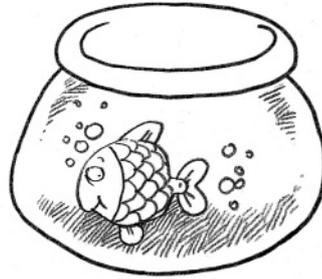
- El vaso tiene zumo.



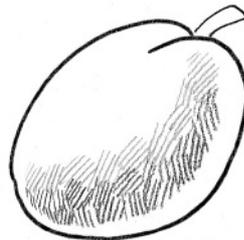
- Un zapato azul.



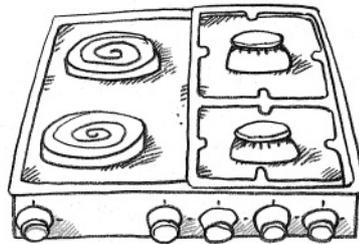
— c C (ce, ci) \_\_\_\_\_



pecera



ciruela



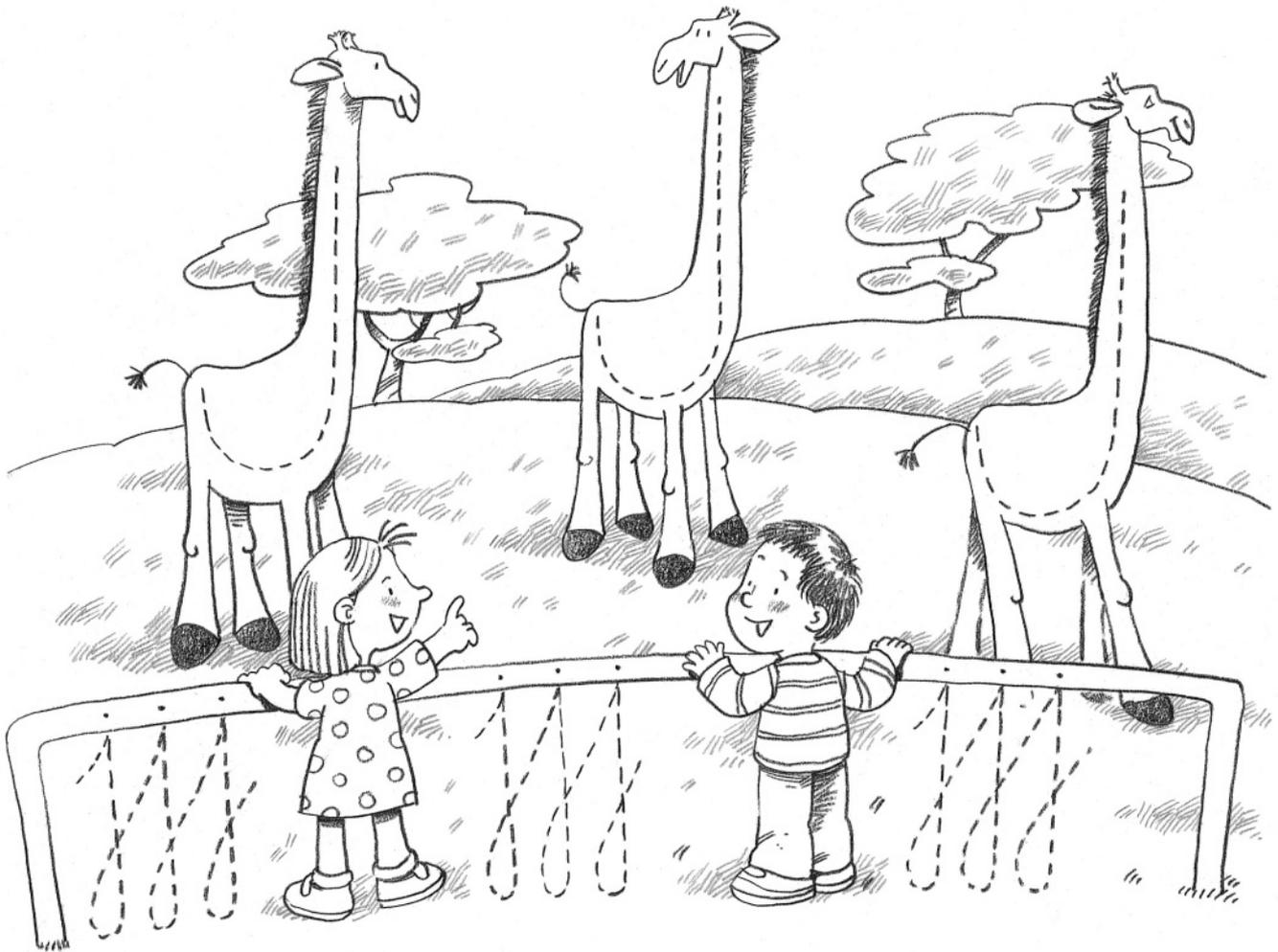
cocina



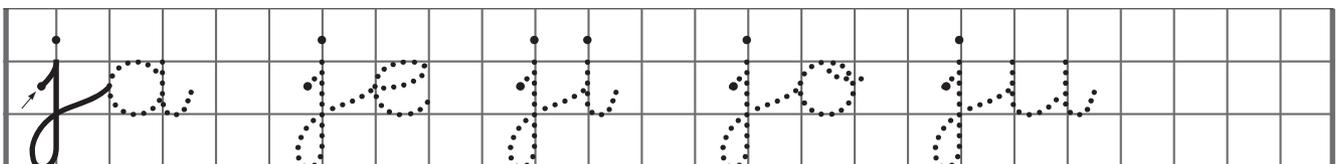
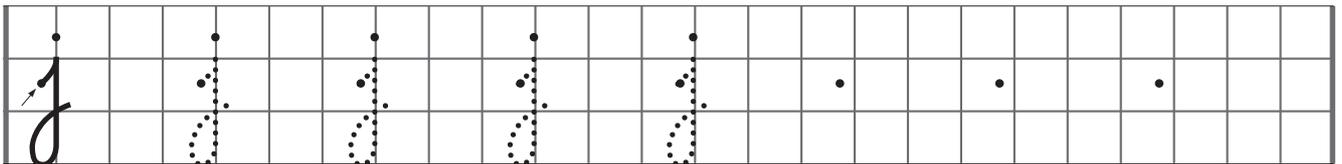
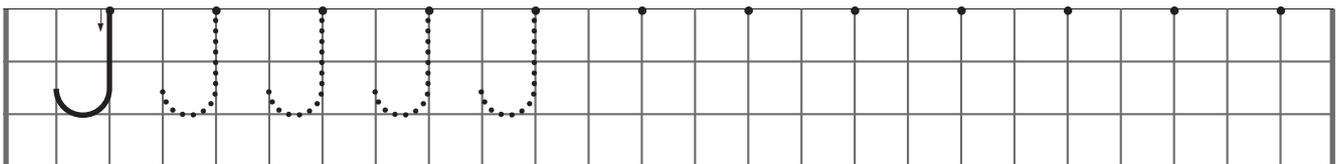
cerilla



j J



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■ Repasar los trazos punteados de los dibujos.

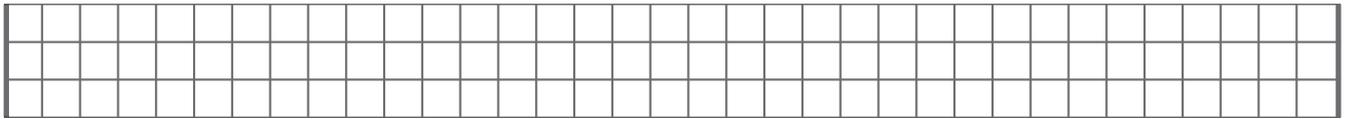
■ Repasar y escribir la grafía de la letra j, J. Trabajar la correcta realización del enlace de la letra j con cada vocal.



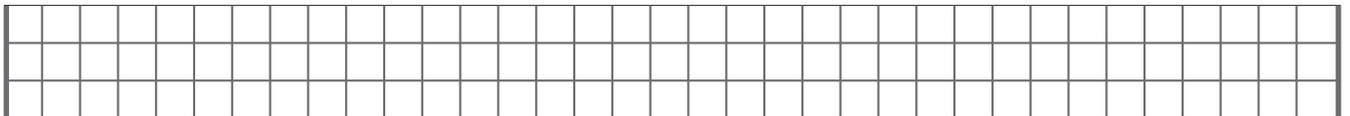
j J



- El garaje de Juan.



- Un pájaro en la jaula.



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

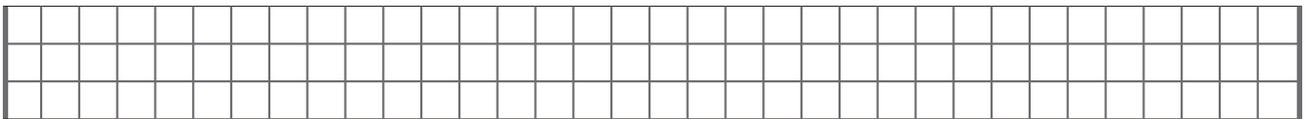




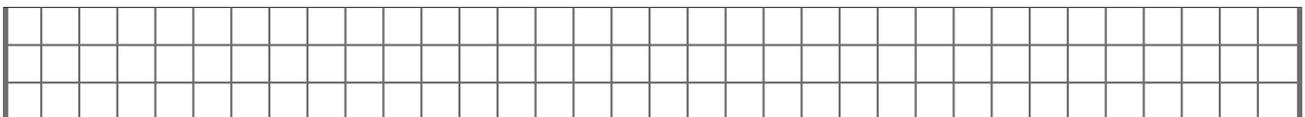
ge / gi



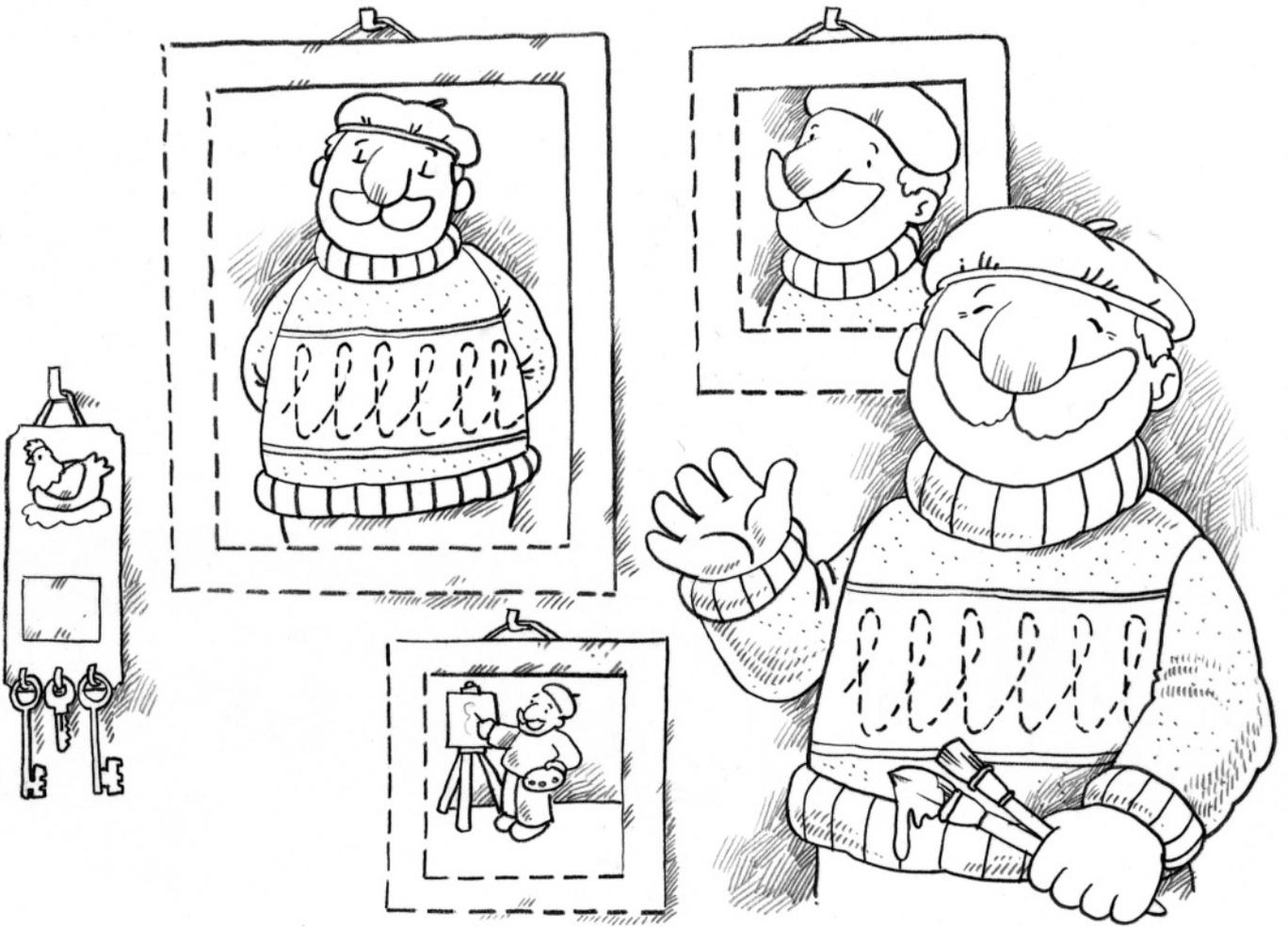
- Un geranio rojo.



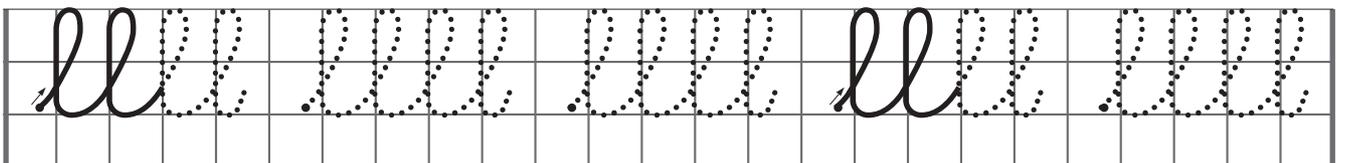
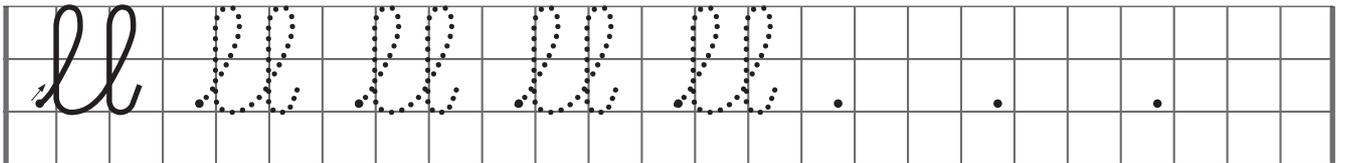
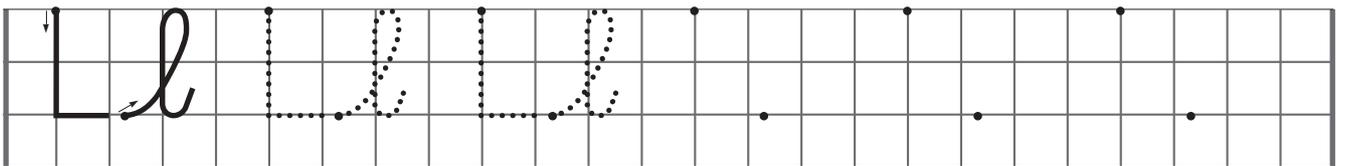
- El gigante duerme.



# 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

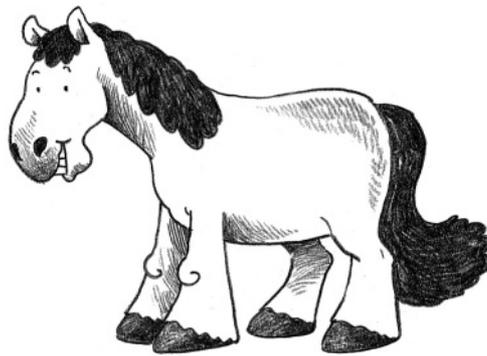


llo

llu

bote\_\_\_\_\_

lla



llo

llu

caba\_\_\_\_\_

lla

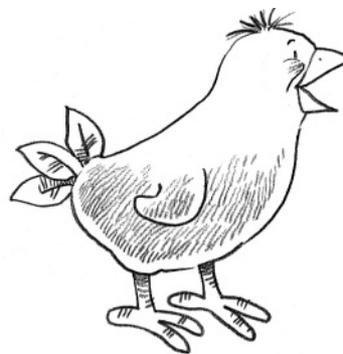


llo

llu

\_\_\_\_\_via

lla



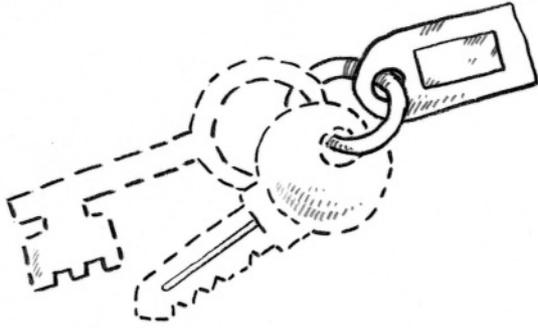
lli

llo

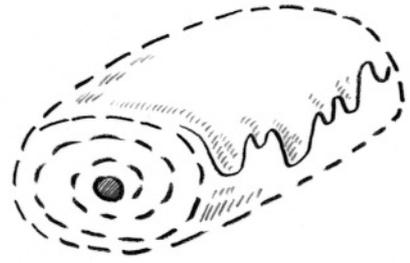
pe\_\_\_\_\_to

lla

ll Ll



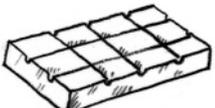
llaves



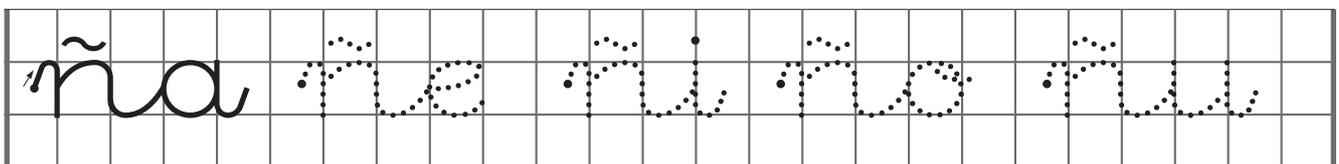
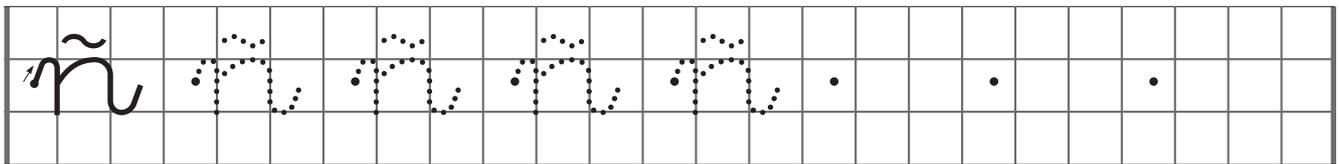
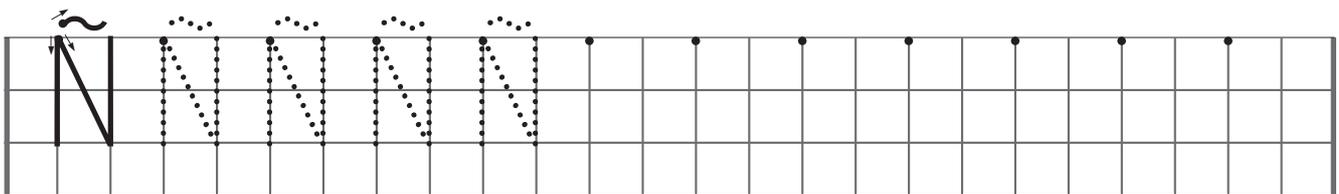
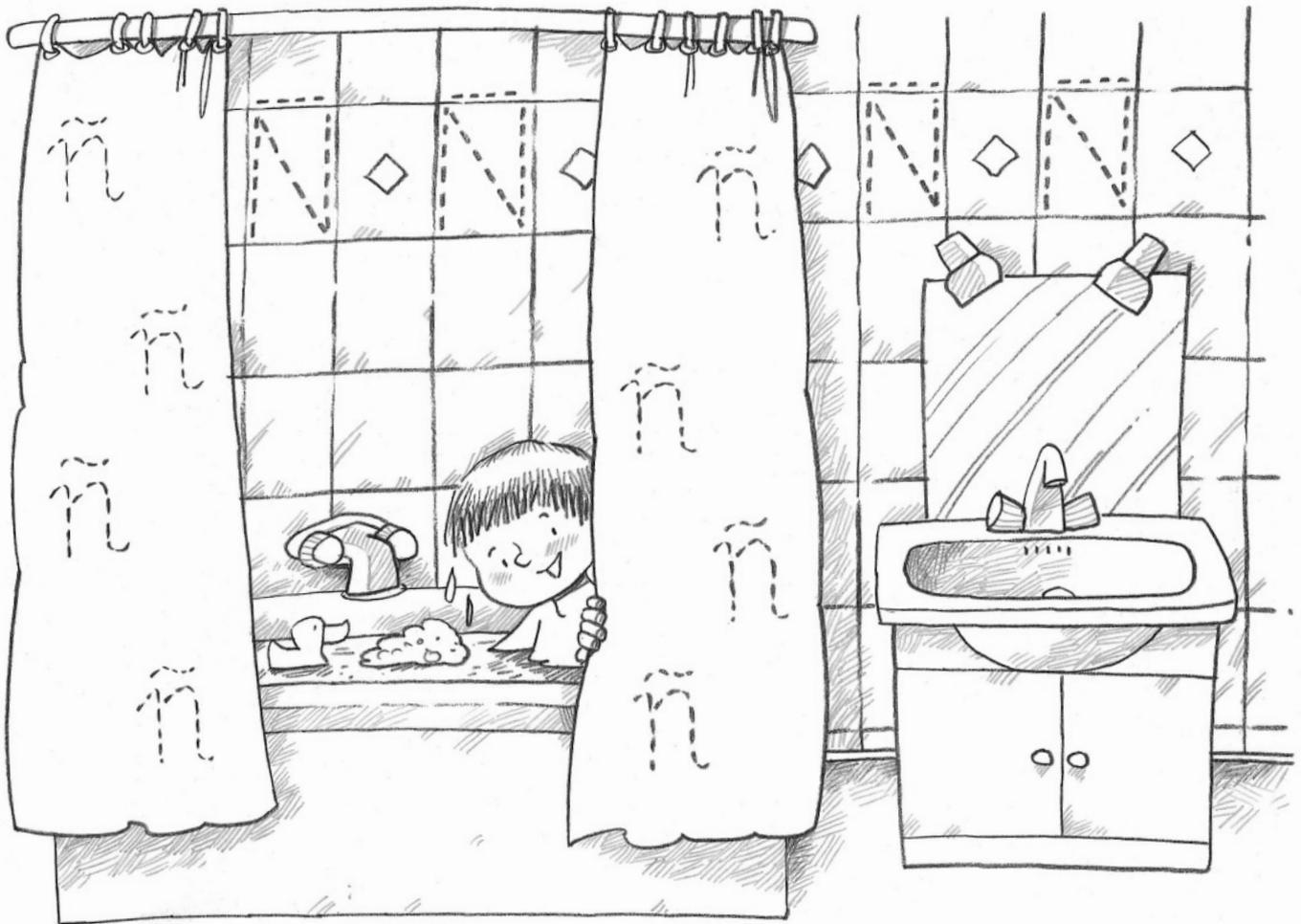
bollo



pollito

- El  tiene dos \_\_\_\_\_.
- El \_\_\_\_\_ es de .
- El \_\_\_\_\_ bebe en un .

# ñ Ñ



- 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.

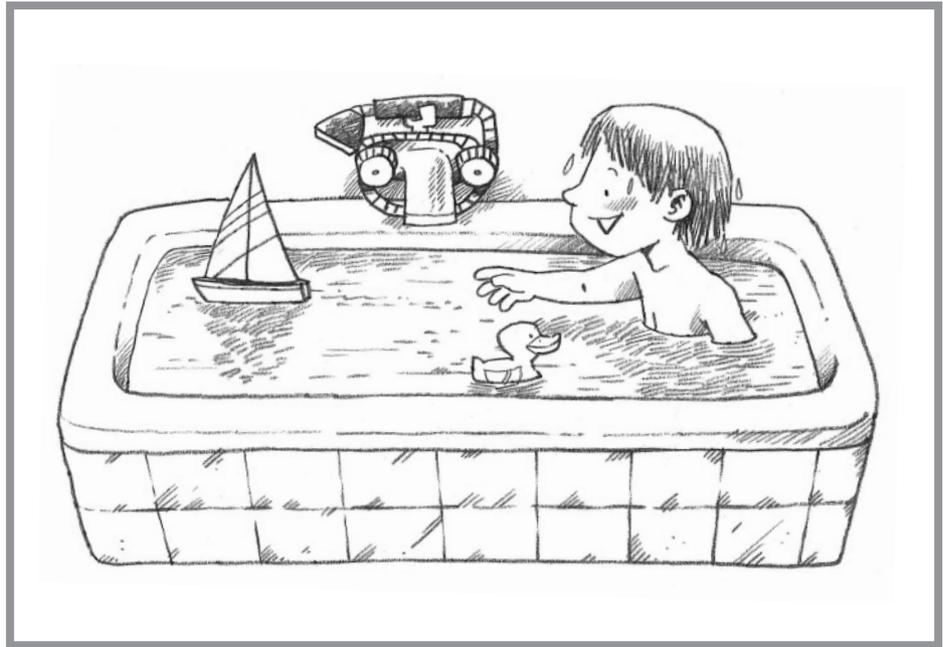


ñ Ñ

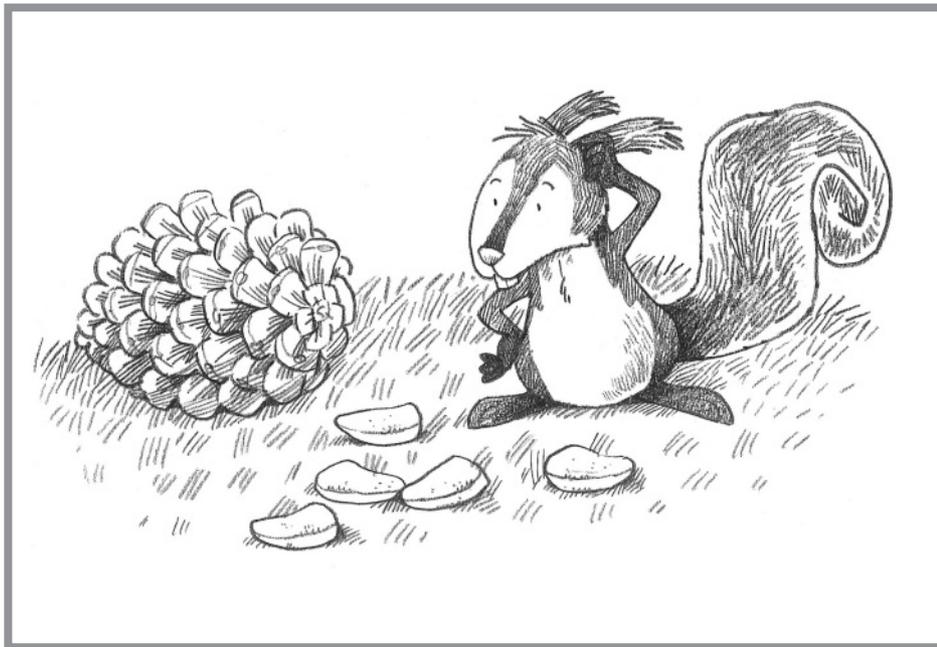
bañar

baña

baño



- El niño se \_\_\_\_\_ en la bañera.



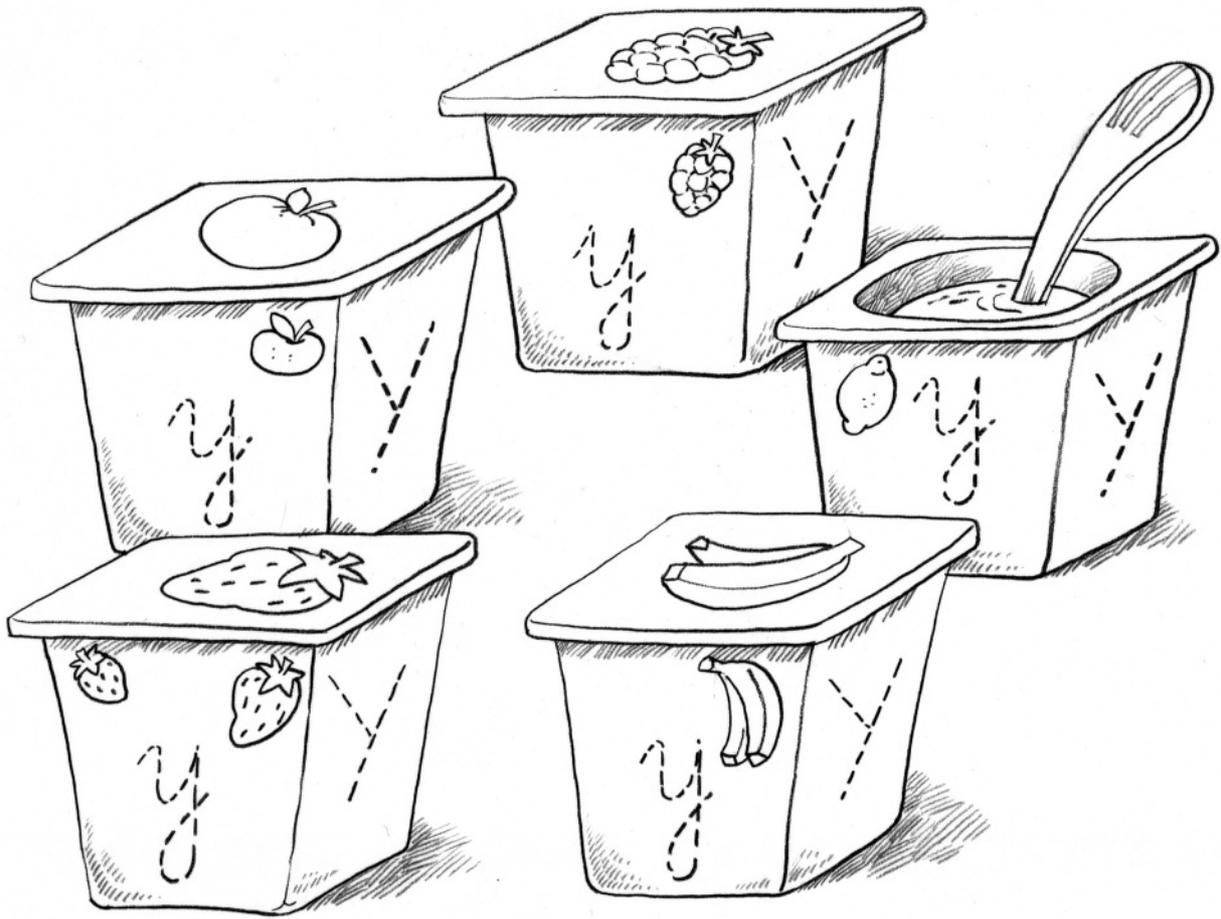
pino

puño

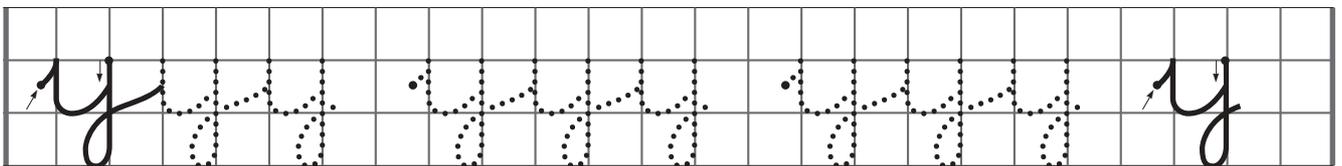
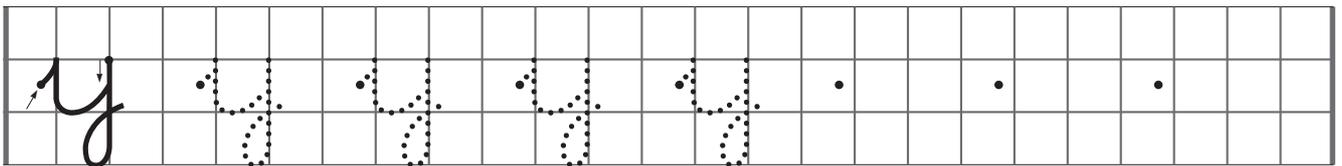
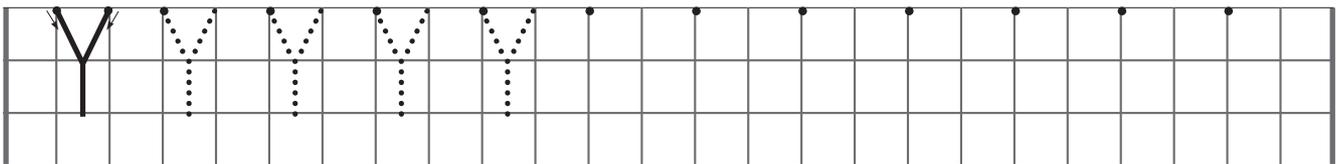
piña

- 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



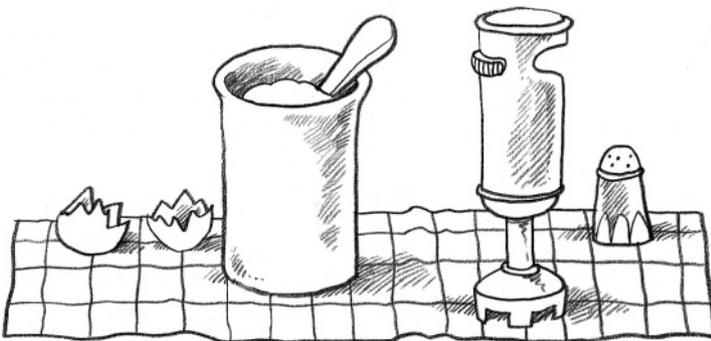
desayuno

● Yo \_\_\_\_\_ batido y .

bayeta



● Yolanda tiene una \_\_\_\_\_ de .



mayonesa

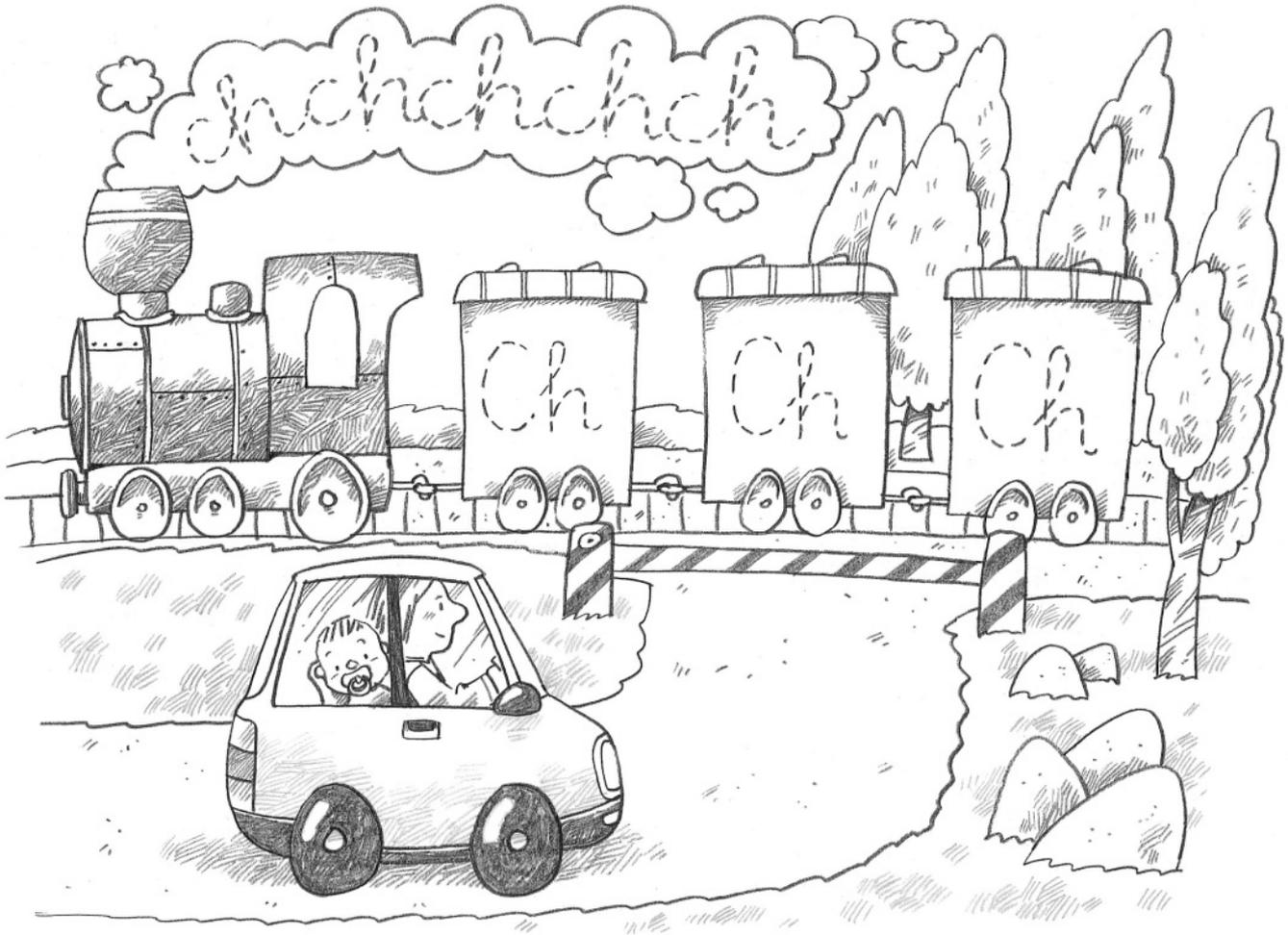
● La \_\_\_\_\_ está en el .

■ Describir las escenas.

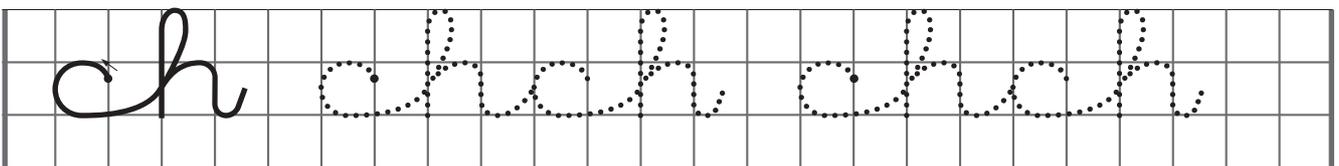
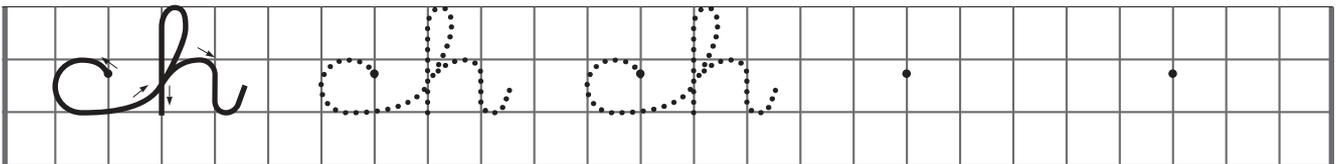
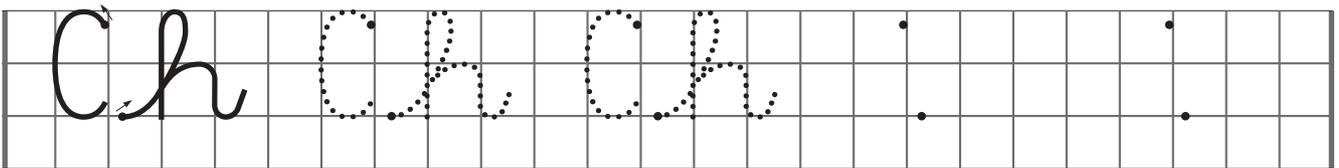
■ Leer las palabras de los carteles. Completar las frases con ellas.

■ Leer las oraciones completas.

# ch Ch



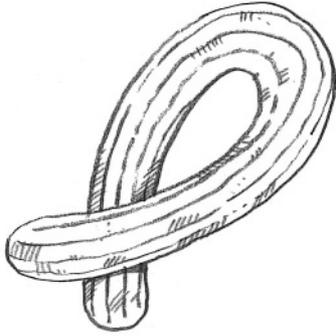
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- Repasar los trazos punteados.
- Repasar y escribir la grafía de la letra *ch*, *Ch*.

- Trabajar la correcta realización del enlace de la letra *ch*.

# ch Ch



cha

chu

cho

\_\_\_\_\_ro

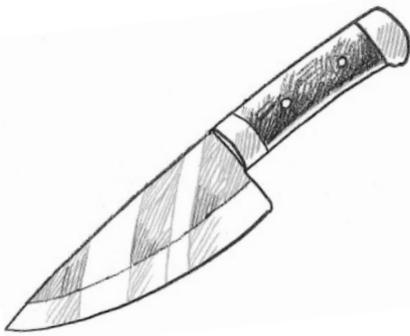


che

cha

chi

co\_\_\_\_\_



che

chi

cho

cu\_\_\_\_\_llo



cha

che

cho

cu\_\_\_\_\_ra



che

cho

chi

\_\_\_\_\_za



che

cha

chi

\_\_\_\_\_leco

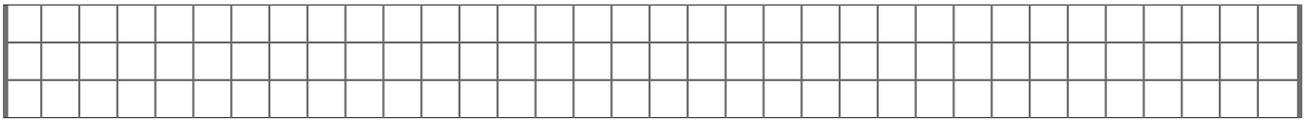
■ Identificar los dibujos; destacar y rodear la sílaba correcta para completar cada palabra.

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

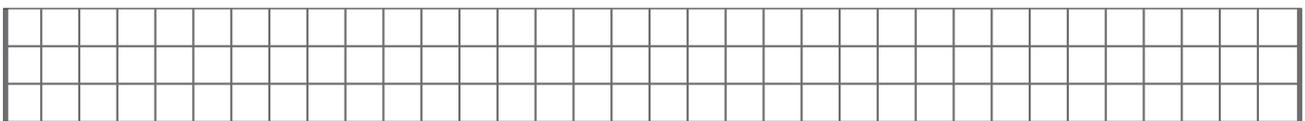
ch Ch



- El coche es rojo.



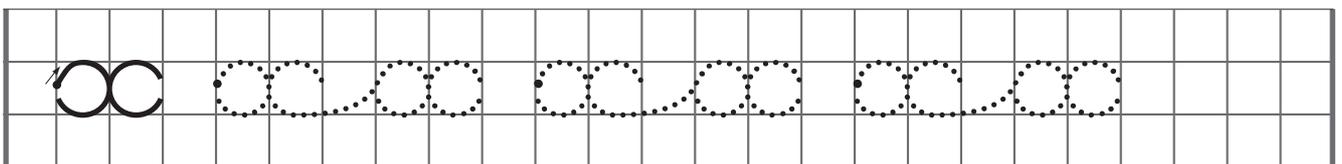
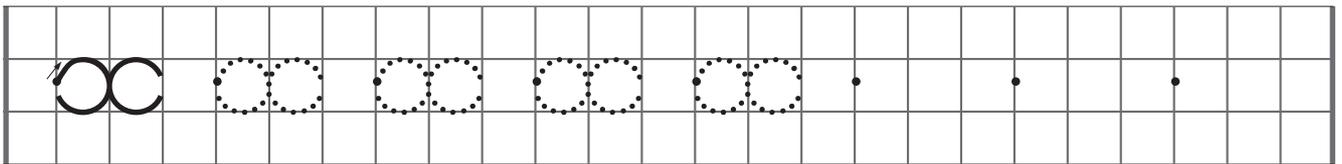
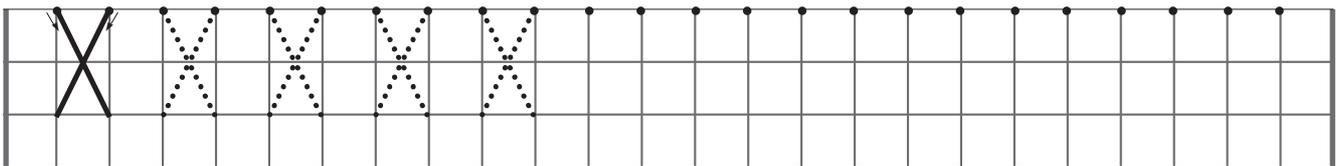
- Un chaleco azul.



x X



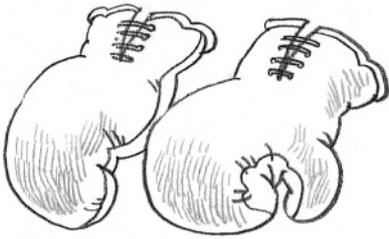
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■ Repasar los trazos punteados del dibujo.

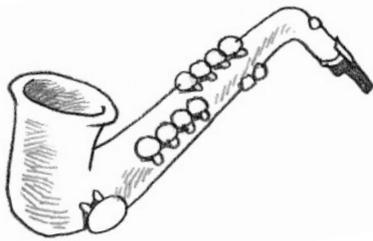
■ Repasar y escribir la grafía de la letra x, X. Trabajar la correcta realización del enlace de la letra x.

x X



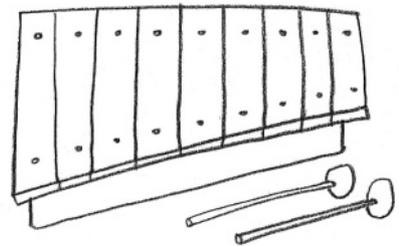
- Tacho los guantes de boxeo.

- 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 \_\_\_\_\_.

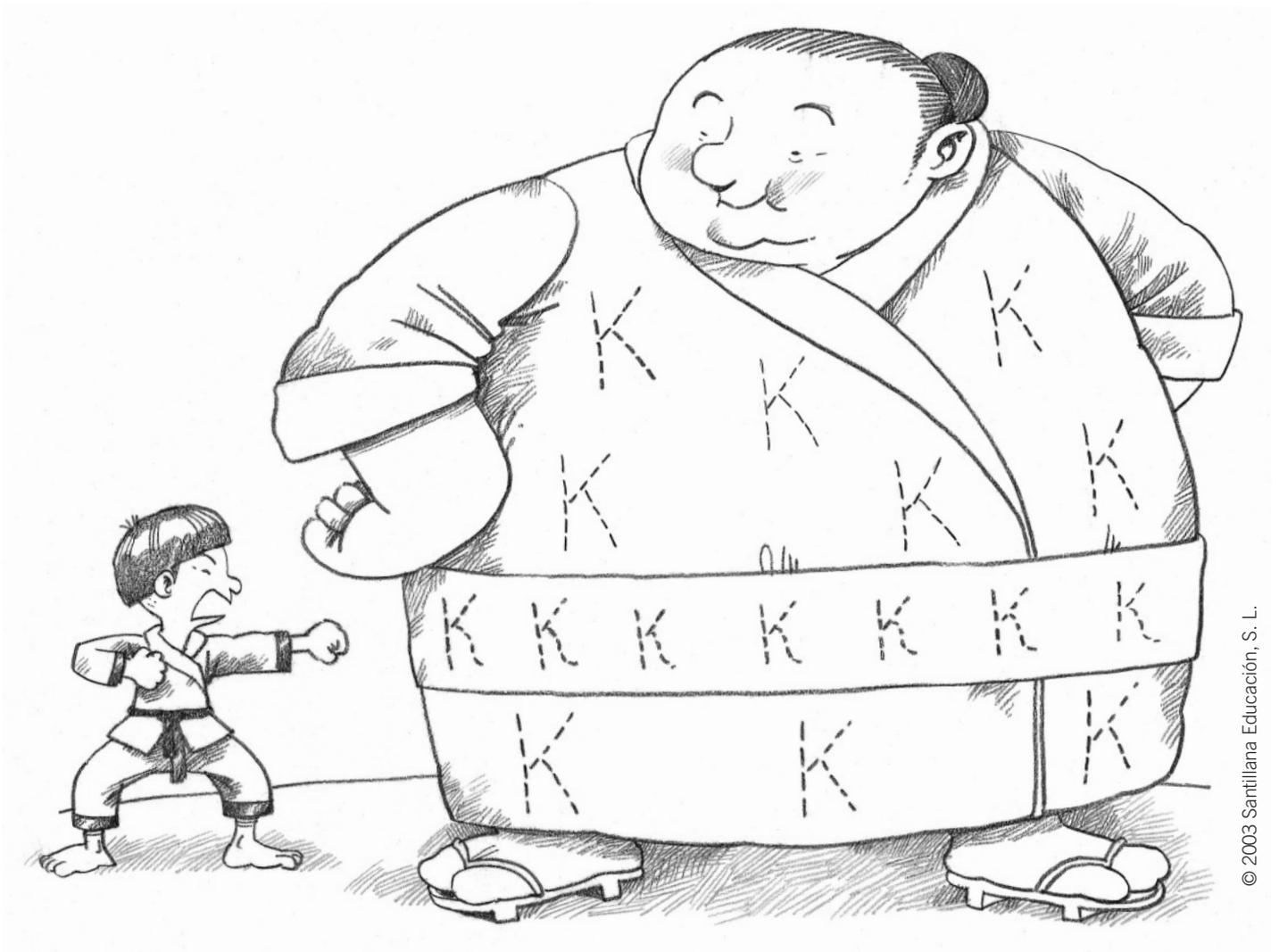


- Mi amigo \_\_\_\_\_ es músico y toca el \_\_\_\_\_.

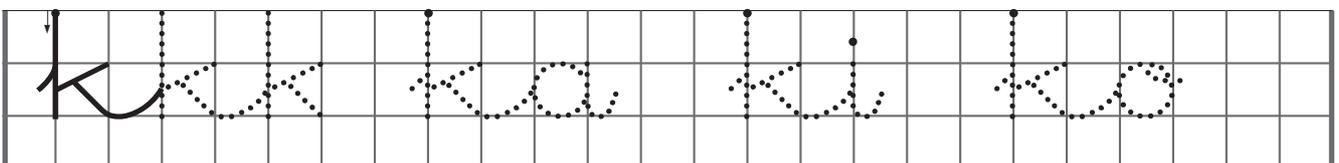
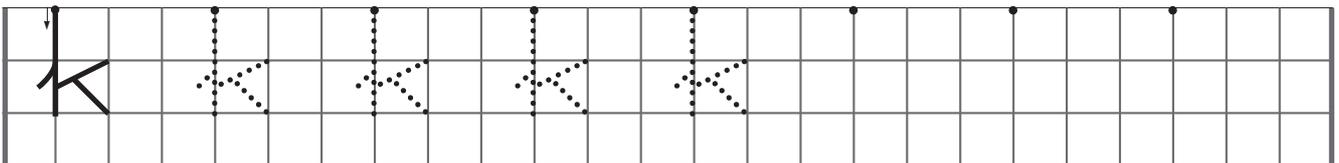
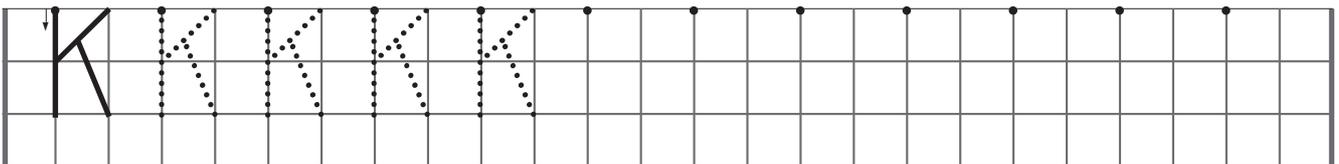
■ Observar los dibujos; identificar el nombre de cada persona y lo que hace.

■ Completar las oraciones. Leer las oraciones completas.

— k K —



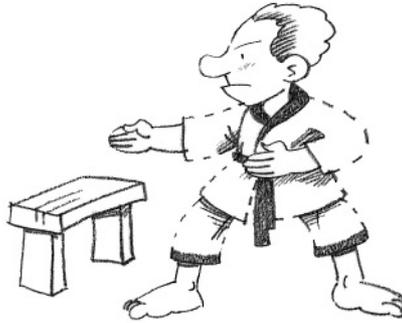
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■ Repasar los trazos punteados.

■ 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

- Repasar los trazos punteados.
- Unir cada palabra con la sílaba y el dibujo correspondientes.

- Destacar qué dos sílabas faltan (*ke, ku*); pensar de forma colectiva en palabras que las contengan.

# k K

cama

quiniela

koala

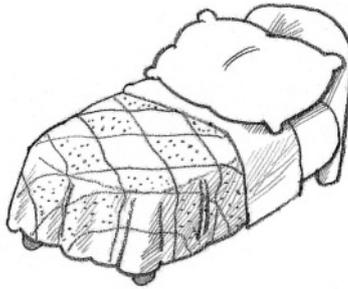
karateca

copa

kimono



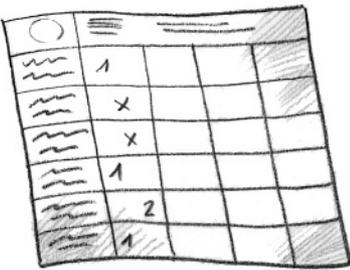
\_\_\_\_\_pa



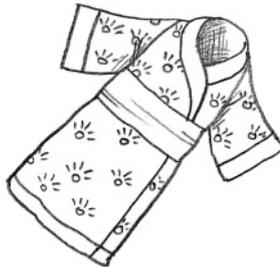
\_\_\_\_\_ma



\_\_\_\_\_ala



\_\_\_\_\_niela



\_\_\_\_\_mono



\_\_\_\_\_rateca

c

\_\_\_\_\_

qu

\_\_\_\_\_

k

\_\_\_\_\_

■ 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.

p \_ r

pr \_

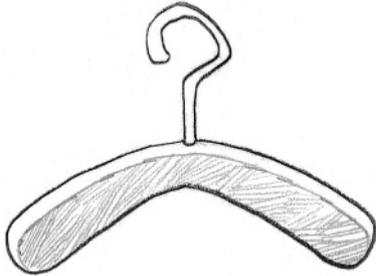
por

par

per

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\_ cha

\_ ncesa

\_ tero

pro

pra

pre

pri

pu

p \_ l

pl \_

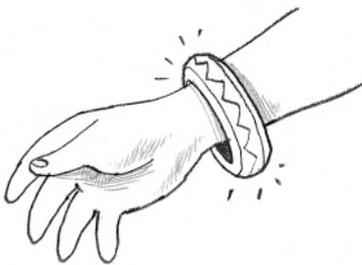
pol

pal

pel

pil

pul



\_ sera

\_ mera

\_ ma

plo

pla

ple

pli

plu

be\_r

br\_

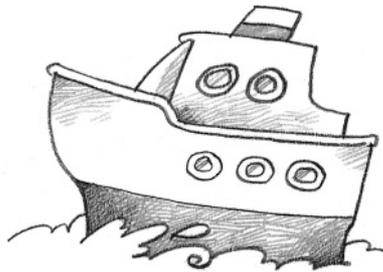
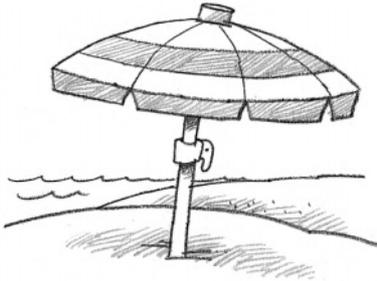
ber

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som\_lla

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\_ja

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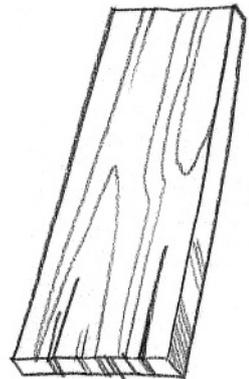
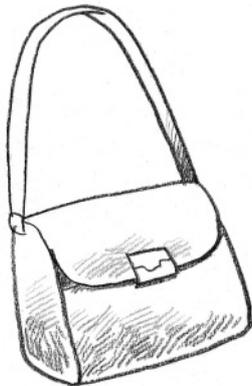
bre

bri

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bel \_\_\_\_\_

blo \_\_\_\_\_

bol \_\_\_\_\_

bla \_\_\_\_\_

c \_ r

cr \_

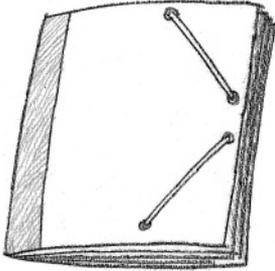
cor

car

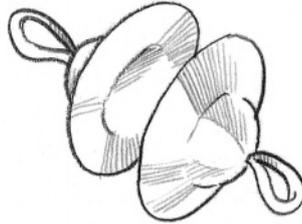
cer

cir

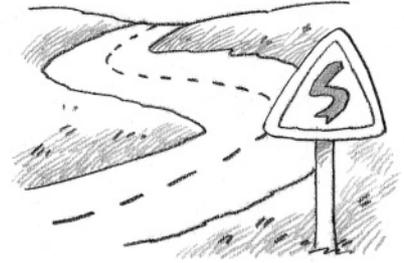
cur



\_ \_ \_ p e t a



\_ \_ \_ t a l o s



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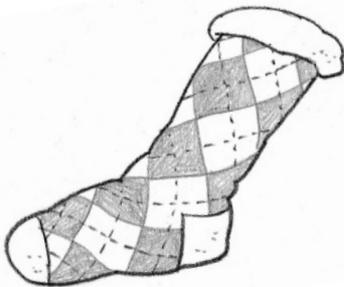
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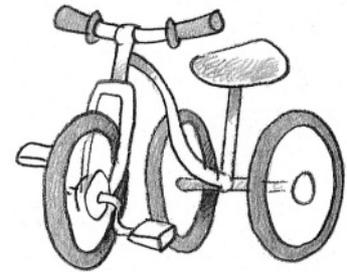
cul



\_ \_ \_ c e t í n



p i n \_ \_ \_



t r i c i \_ \_ \_

clo

cla

cle

cli

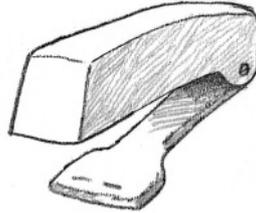
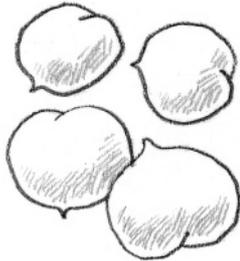
clu

- 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 \_\_\_\_\_

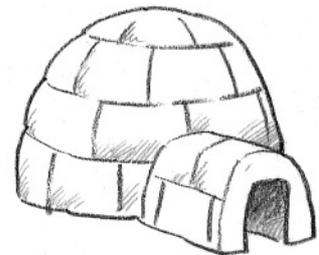
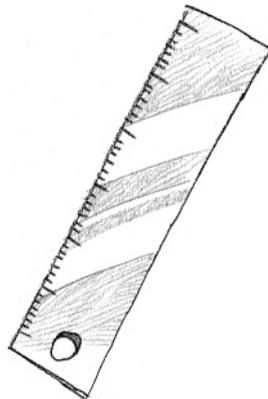
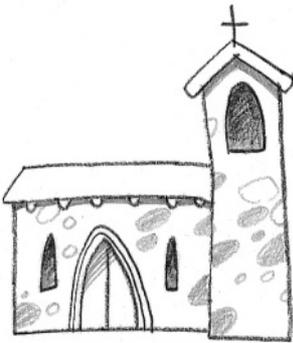
gra \_\_\_\_\_

gar \_\_\_\_\_

gro \_\_\_\_\_

g \_ l

gl \_



gle \_\_\_\_\_

gla \_\_\_\_\_

gel \_\_\_\_\_

glu \_\_\_\_\_

■ Identificar los dibujos.

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

f r

fr

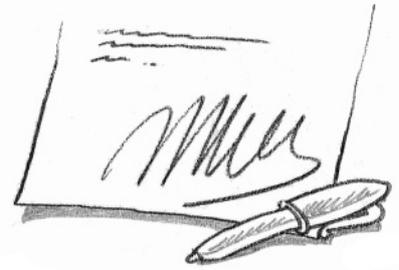
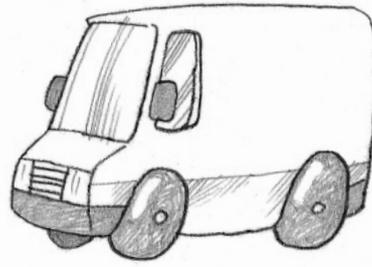
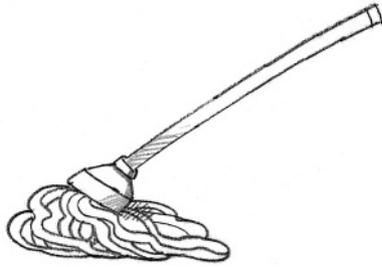
for

far

fer

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fur



\_\_\_\_\_ gona

\_\_\_\_\_ goneta

\_\_\_\_\_ ma

fro

fra

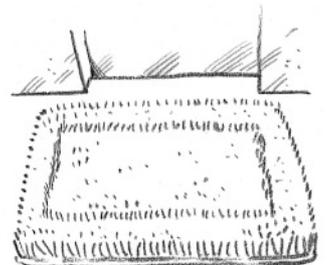
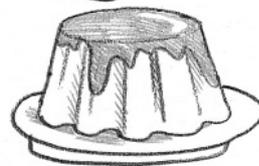
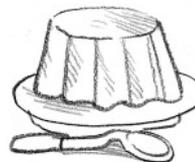
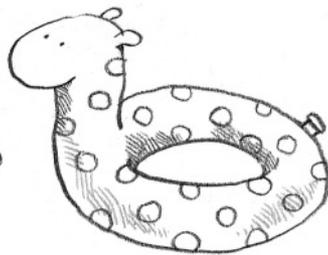
fre

fri

fru

f l

fl



fal \_\_\_\_\_

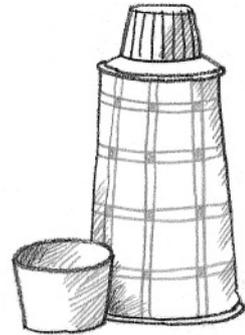
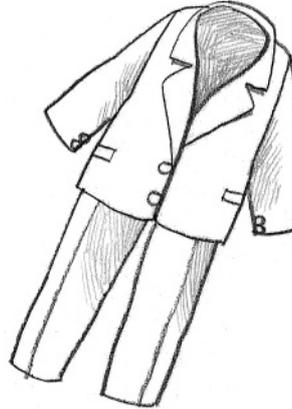
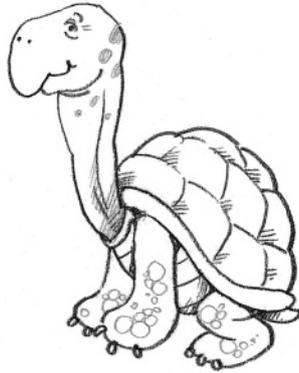
fla \_\_\_\_\_

flo \_\_\_\_\_

fel \_\_\_\_\_

t \_ r

tr \_



tar \_\_\_\_\_

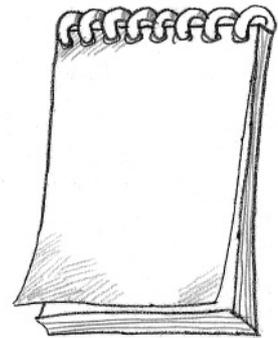
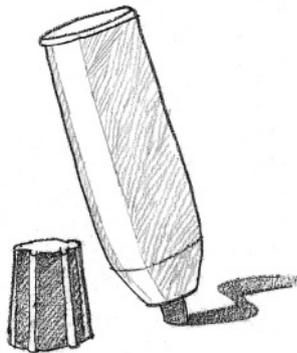
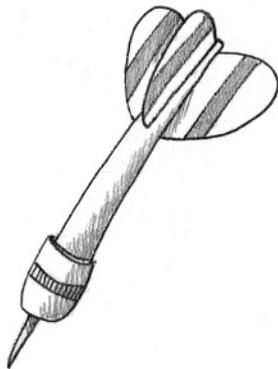
tra \_\_\_\_\_

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 \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_