

Day 1
Leer el libro/ Read the book

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

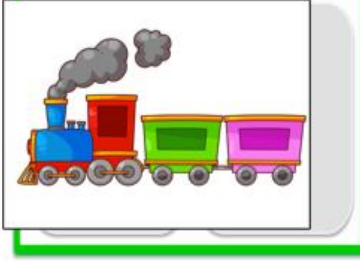
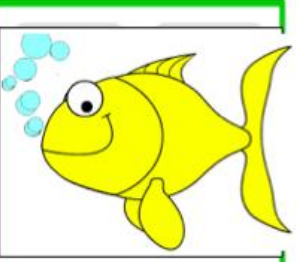
Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

<p>Tt</p> 	<p>Bb</p> 	<p>Ff</p> 
---	---	---

Tt 

Bb 

Ff 





Click the link to read and listen to the stories with rhyming words.

Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

I see



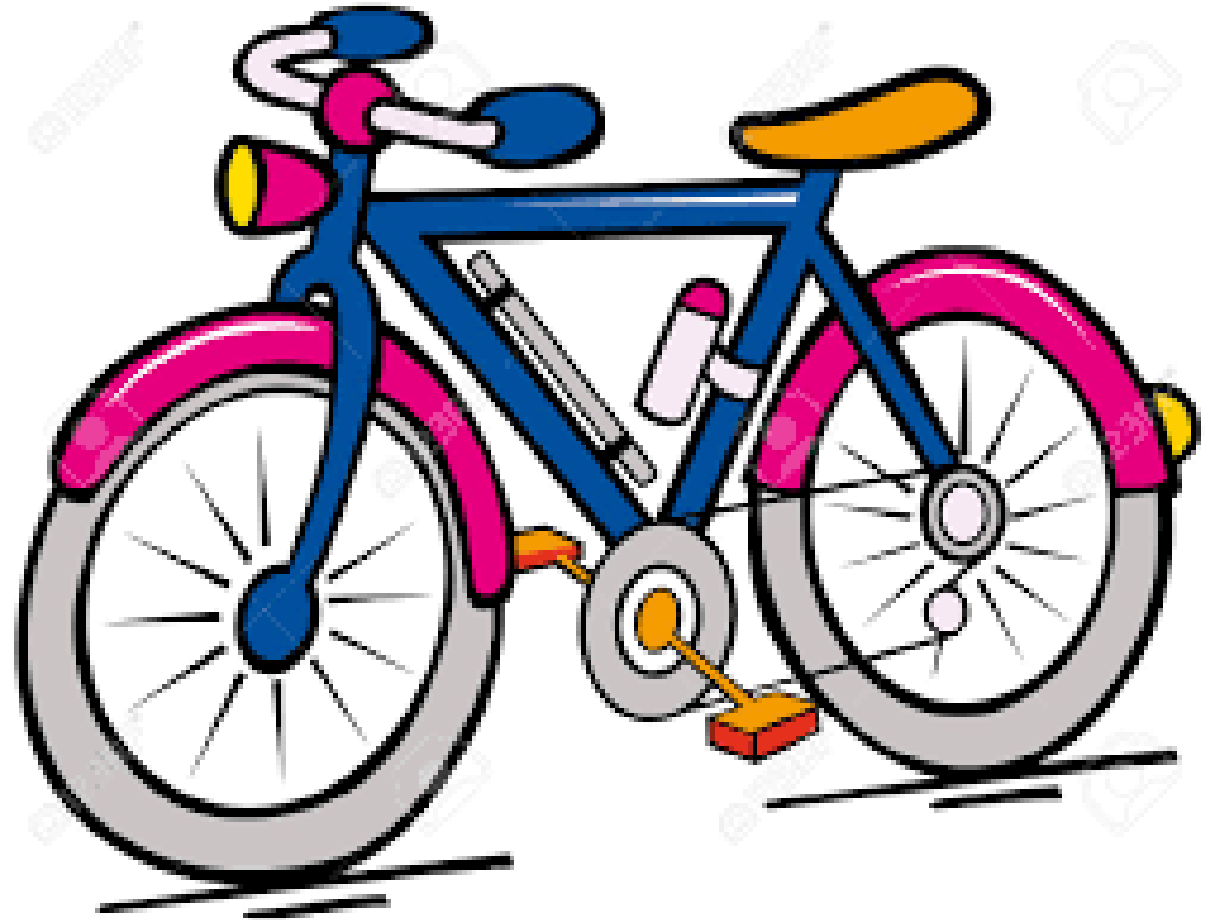
I See ...

Remember!
Picture Power
Pointer Power

I see a



I see a



I see a



I see a



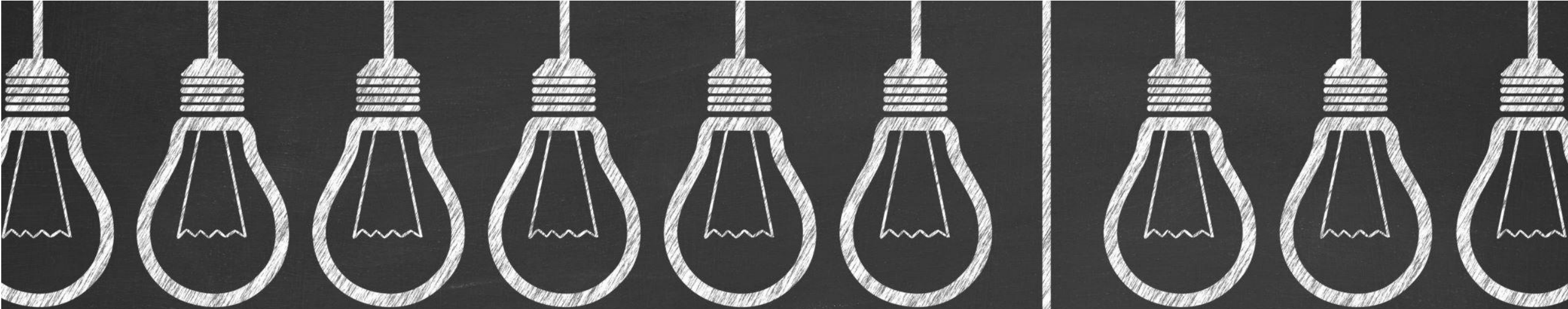
Name: _____

Date: _____

What do you see in the book? Draw about one picture.

¿Qué ves en el libro? Dibujar sobre una pintura.





Day 2
Leer el libro/ Read the book

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

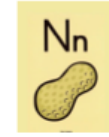
Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

Mm



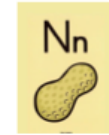
Nn



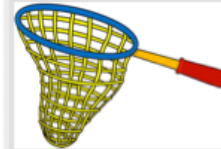
Mm



Nn



9





Click the link to read and listen to the stories with rhyming words.

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https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

*Brown bear, brown bear
What do you see?*



I see a yellow duck looking at me.

*Brown Bear, Brown Bear
What do you See?*



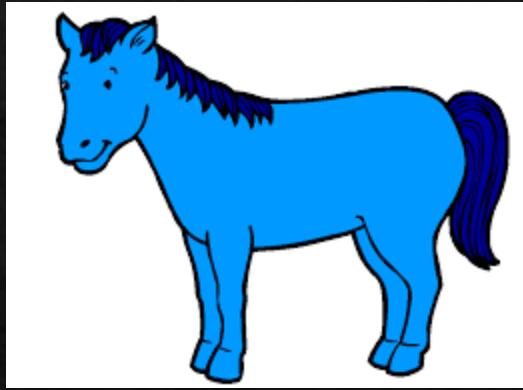
By Bill Martin Jr

*Yellow duck, yellow duck
What do you see?*



I see a blue horse looking at me.

*Blue Horse, blue horse
What do you see?*



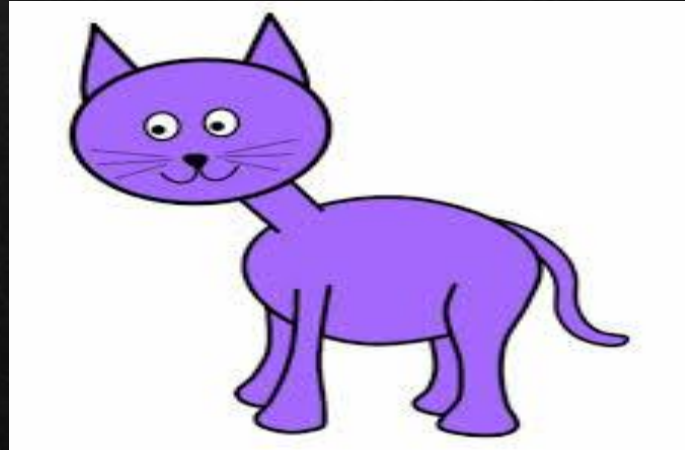
I see a green frog looking at me.

*Green frog, green frog
What do you see?*



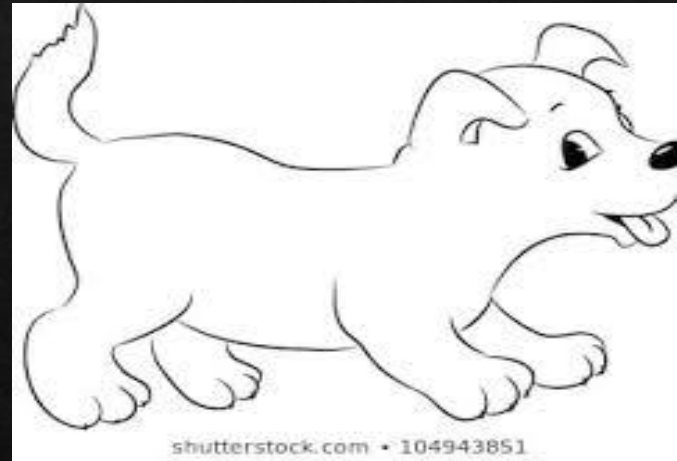
I see a purple cat looking at me.

*Purple cat, purple cat
What do you see?*



I see a white dog looking at me.

*White Dog, white dog
What do you see?*



I see a black sheep looking at me.

*Black sheep, black sheep
What do you see?*



I see a gold fish looking at me.

*Gold fish, gold fish
What do you see?*



I see a teacher looking at me.

*Teacher, teacher
What do you see?*

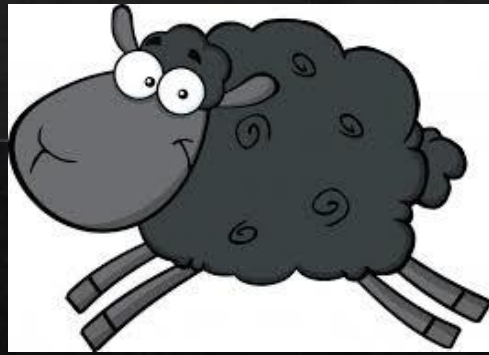
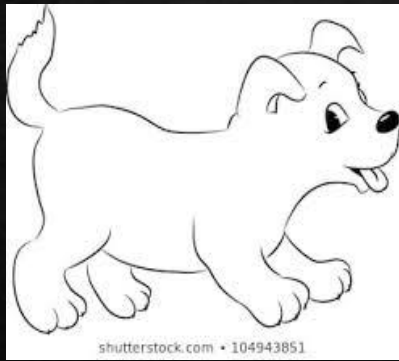
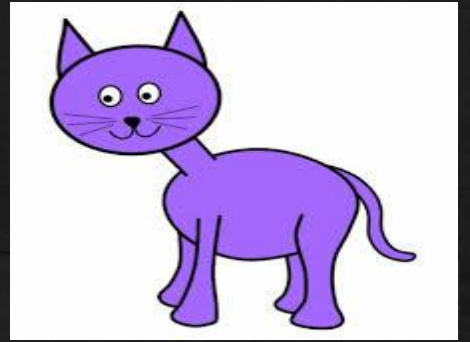
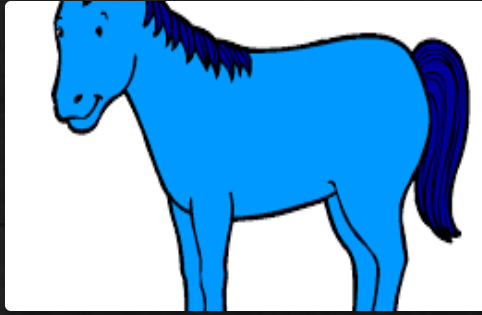


I see children looking at me.

*Children, children
What do you see?*



We see...



That is what we
see!

Name: _____

Date: _____

What do you see in the book? Draw about one picture.

¿Qué ves en el libro? Dibujar sobre una pintura.



Sentence Starters oración de comienzo

I see the _____.

I see a _____.

Look at the _____.

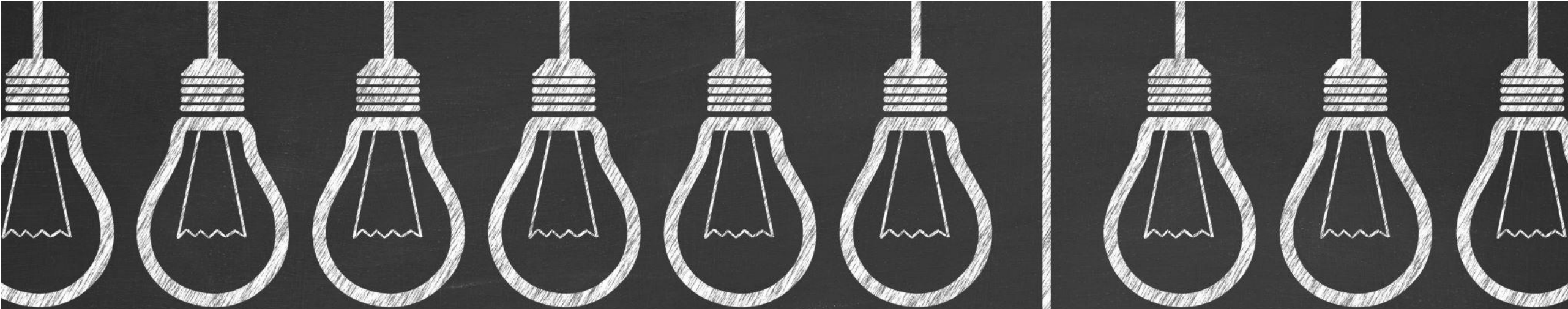
Look at a _____.

Here is the _____.

Here is a _____.

I like the _____.

I like a _____.



Day 3

Contar las imágenes y marque el número correcto



ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

Ii



Uu





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Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

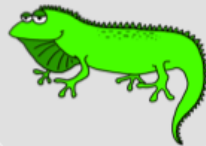
Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

Ii



Uu





6

5

3

2

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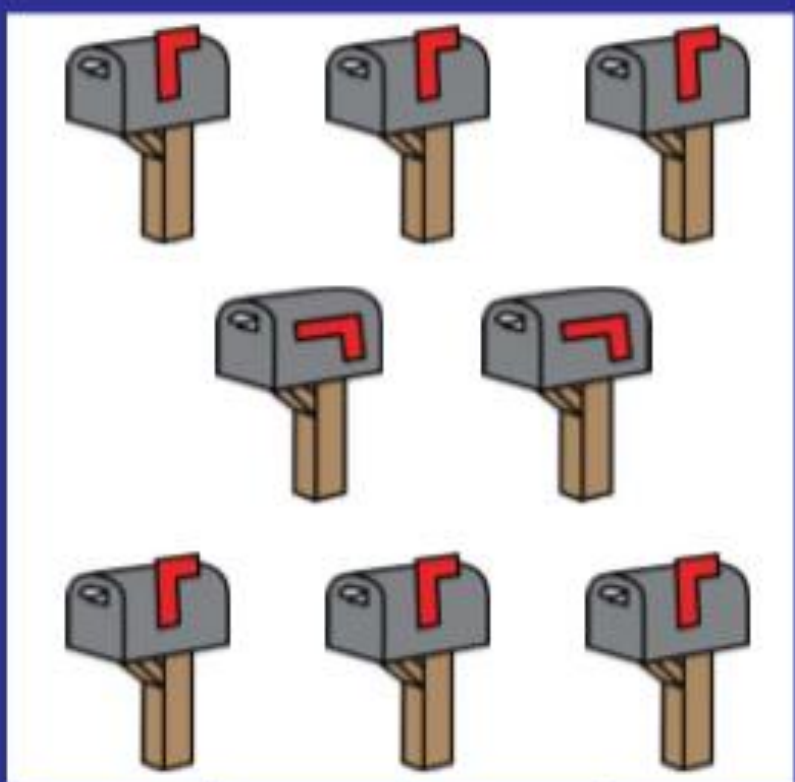
3

4

1

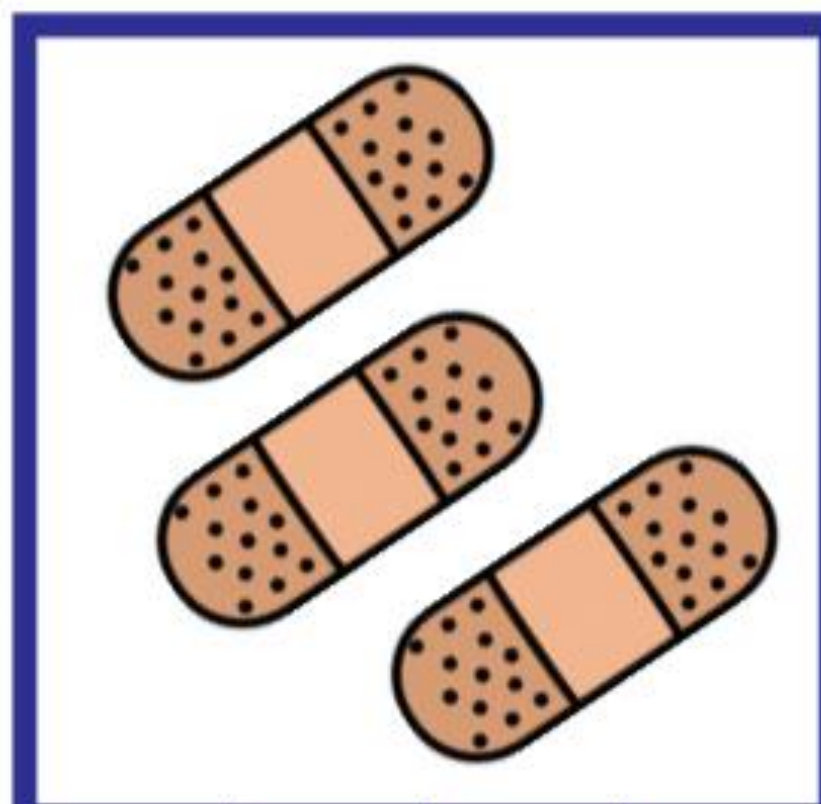
2

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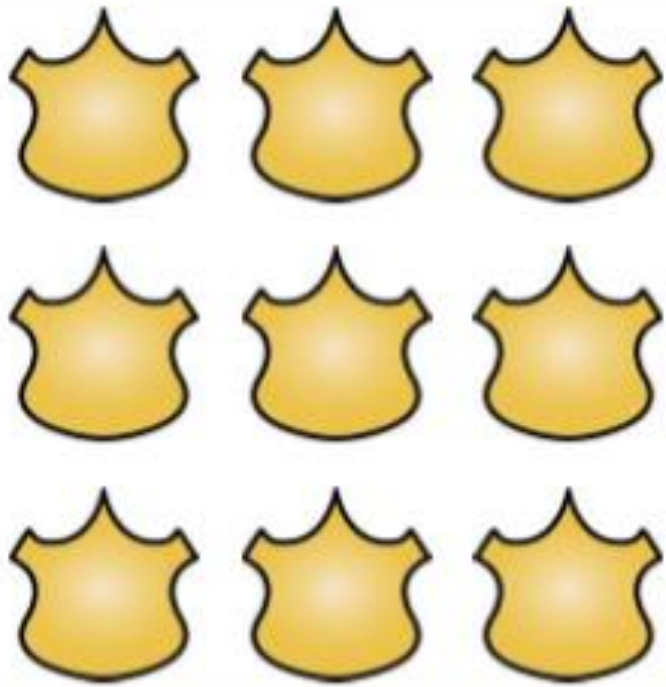
2	6	9	8
---	---	---	---

Copyright © 2015 Janelle Lee



3	5	4	2
---	---	---	---

Copyright © 2015 Janelle Lee



10

9

8

7

Copyright © 2018 Jenelle Lee



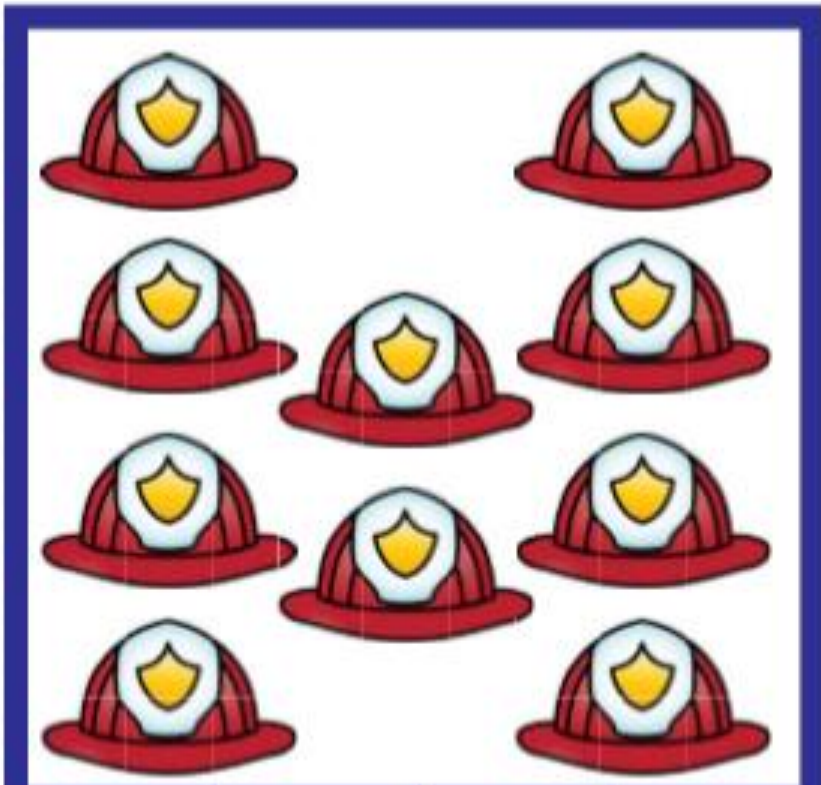
6

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Copyright © 2018, Janelle Hill



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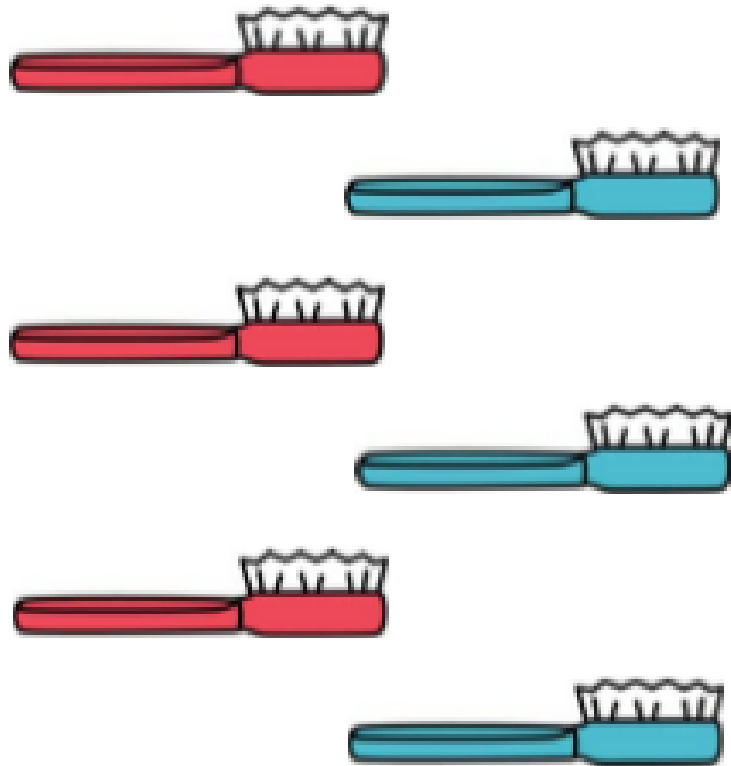


3

4

7

1



7	6	5	3
---	---	---	---



2	3	4	8
---	---	---	---

Ms. Clinton has many rules to help her students in class. Rules help us to be safe in class and in the hall.

*What do you see happening in the picture?
Why is it important to follow rules?*

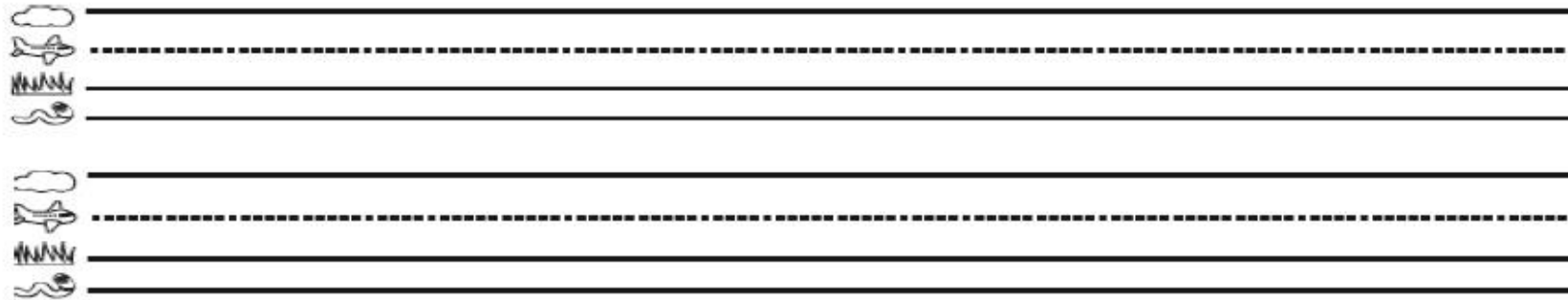






1. ¿Qué ves en la imagen?
2. ¿Por qué es importante seguir las reglas?

Name: _____

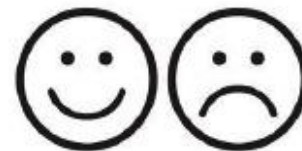
Class: _____

Date: _____



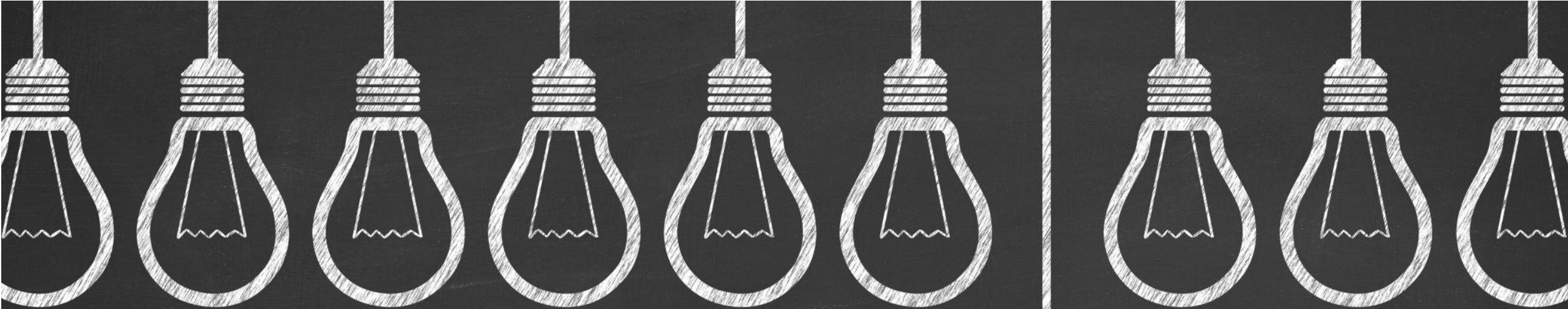
1.	I can color the pictures inside the lines. 
2.	I can use 5 different colors. 
3.	I can draw 5 details in my pictures. 
4.	I can label my pictures. 

Did I do a good job?



Teacher Comment

*Please read "I SEE" book from Day 1.
Por favor leer libro de Dia 1.*

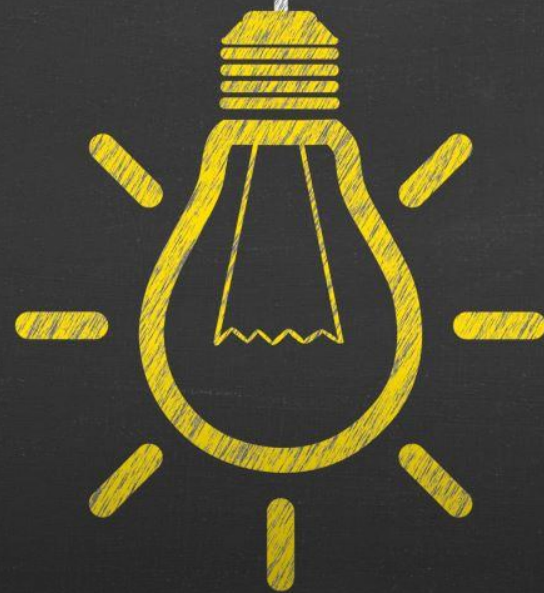


Day 4 ENL

Put the story in order using the numbers.

Poner el cuento en el orden correcto.

- 1= First (Primero)
- 2= Next (Proximo)
- 3= Last (Ultimo)



Fundations

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Aa



Gg



Aa



Gg





Click the link to read and listen to the stories with rhyming words.

Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

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O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

*Please read "Brown Bear" book from Day 2
Por favor leer libro de Dia 2.*



una secuencia de eventos
ocurre en orden. Utilice los
números uno dos y tres

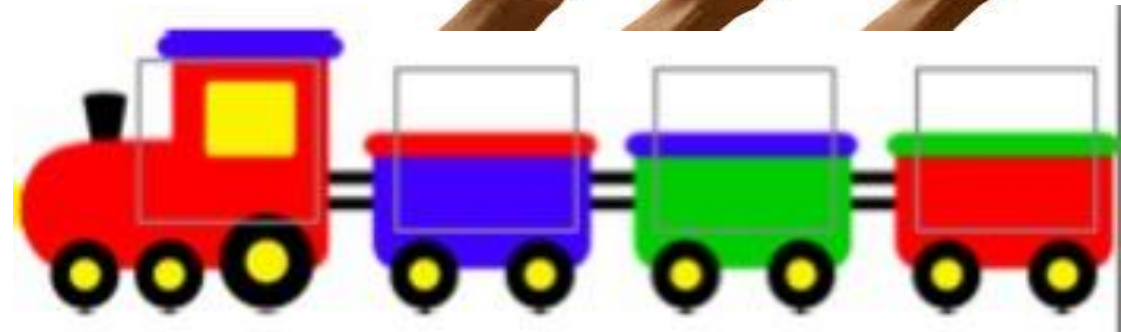
I can sequence, I can
sequence

The events in a story,
the events in a story

First,
Next, and
Last

I can sequence
I can sequence

1 **2** **3**

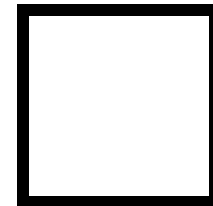
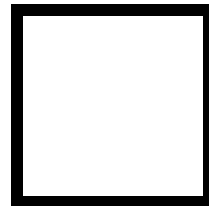
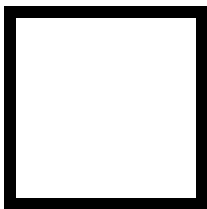
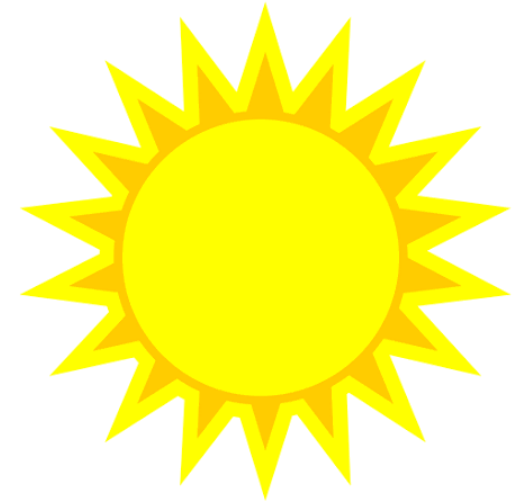


In the Morning

First, I get out of bed.

Next, I put on my clothes.

Last, I brush my teeth.

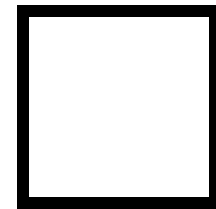
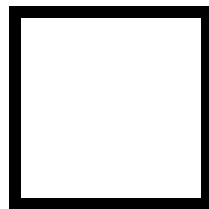
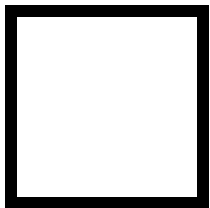


Chocolate Milk

First, I pour the milk.

Next, I put in the chocolate syrup.

Last, I mix it together.

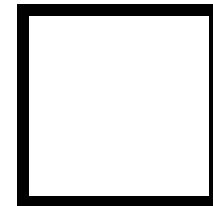
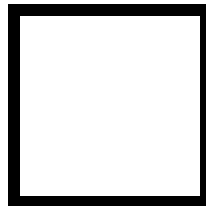
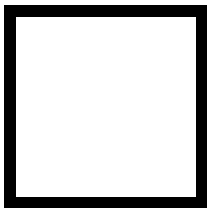


Wash Hands

First, I turn on the water.

Next, I rub my hands together with soap.

Last, I dry my hands.

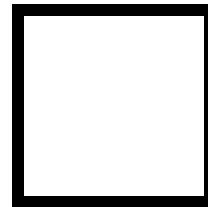
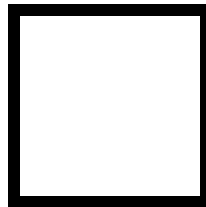
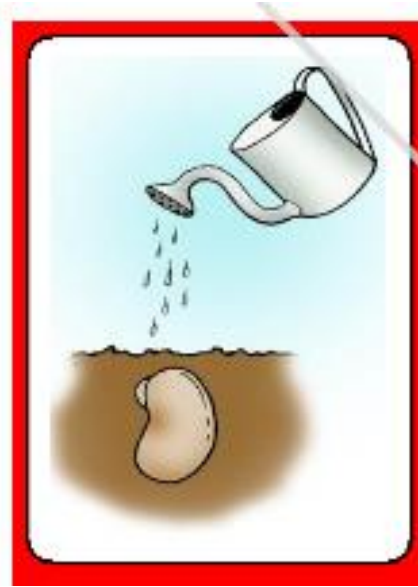
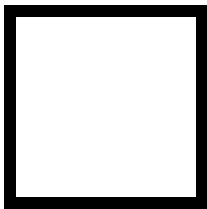


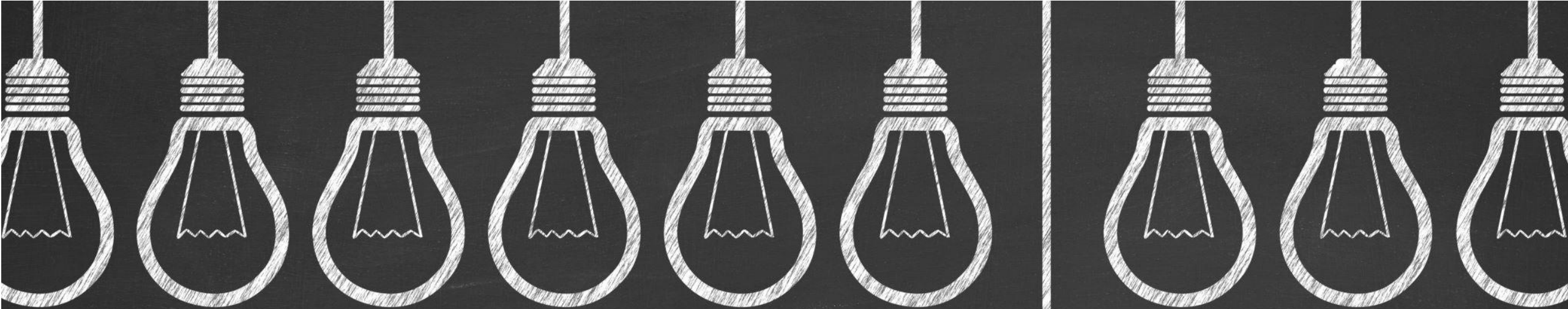
Growing a Plant

First, I water the seed.

Next, the seed gets sun.

Last, the plant grows.





Day 5

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

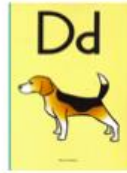
Dd



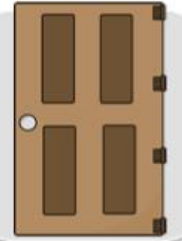
Ss



Dd



Ss





Click the link to read and listen to the stories with rhyming words.

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https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

What picture shows Marta in her bed? Circle. ¿Qué imagen muestra a marta durmiendo en su cama? círculo

Directions

Listen to some short stories. After each story, you will answer one question about that story. Circle the correct answer.

16 Which picture shows Marta sleeping in her bed?

A



B



C



What picture shows the boy eating? Circle. ¿qué imagen muestra al niño comer. círculo

20

What is James doing?

A



B



C



Circle what you see. **Círculo lo que ves**

Directions

Listen to the word. Circle the correct word.

1



(A)

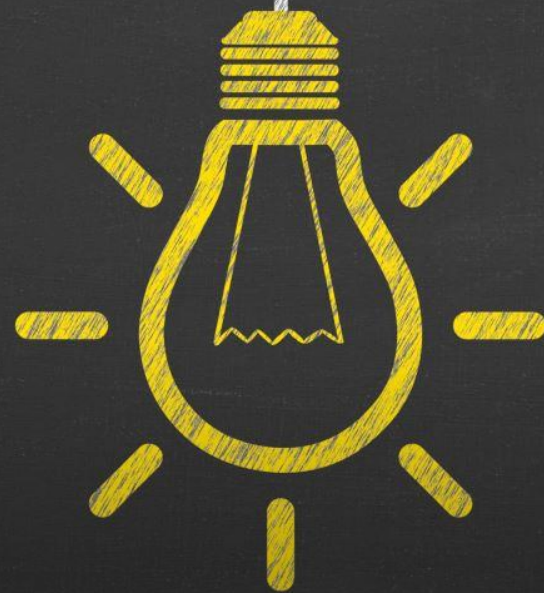
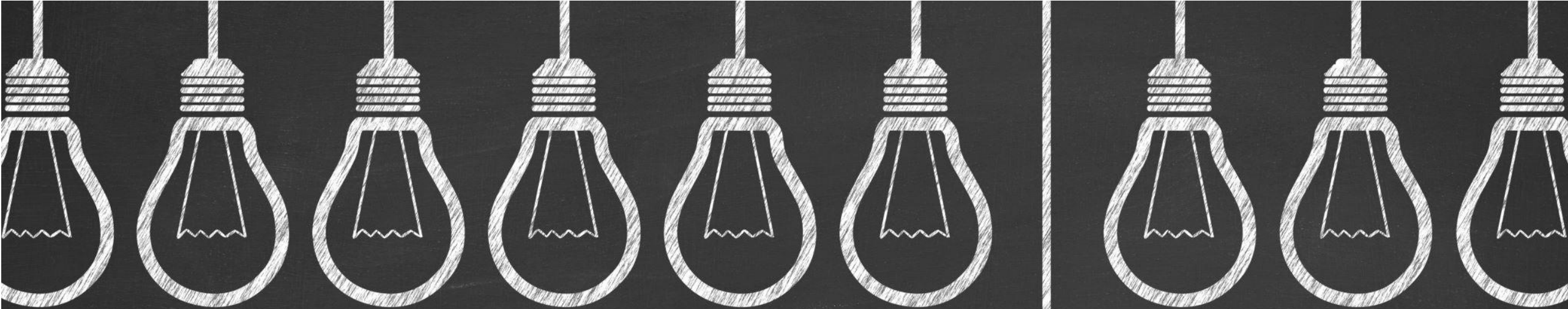
boy

(B)

toy

(C)

joy



Day 6

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

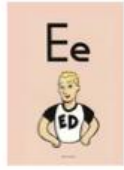
Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

Ee



Rr

Ee



Rr





Click the link to read and listen to the stories with rhyming words.

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https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

Find the missing letter. Circle.

Encontrar la letra que falta. Círculo

In the Test Booklet^d, the students will see:

1

d e _____ g h

f

m

i

(A)

(B)

(C)

Find the missing letter. Circle. Encontrar la letra que falta. Círculo

A _ _ C

B

X

G

Circle the letter Y. **Círculo la letra y.**

Directions: Listen to the name of the letter. Circle the letter of the alphabet.

SAY Look at Question 1. Hold up your test booklet and point to Question 1.

Question 1. y.

Circle the letter y.

Pause. Give the students time to mark their answer.

In the Test Booklet⁴, the students will see:

Directions

Listen to the name of the letter. Circle the letter of the alphabet.

1

t

A

p

B

y

C

Circle the letter t. **Círculo la letra t.**

Directions: Listen to the name of the letter. Circle the letter of the alphabet.

SAY Look at Question 1. Hold up your test booklet and point to Question 1.

Question 1. y.

Circle the letter y.

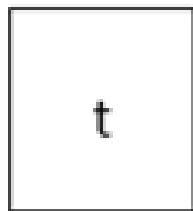
Pause. Give the students time to mark their answer.

In the Test Booklet⁴, the students will see:

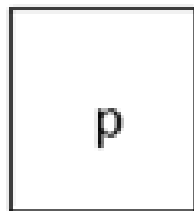
Directions

Listen to the name of the letter. Circle the letter of the alphabet.

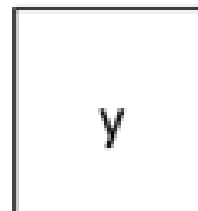
1



A



B



C

Circle the letter p. **Círculo la letra p.**

Directions: Listen to the name of the letter. Circle the letter of the alphabet.

SAY Look at Question 1. Hold up your test booklet and point to Question 1.

Question 1. y.

Circle the letter y.

Pause. Give the students time to mark their answer.

In the Test Booklet⁴, the students will see:

Directions

Listen to the name of the letter. Circle the letter of the alphabet.

1

t

A

p

B

y

C

Where is the balloon going?

¿Dónde va el globo?

Circle the word that is missing in the sentence.

Pause. Give the students time to mark their answer.

In the Test Booklet⁴, the students will see:

Directions

Listen to the sentence. Circle the word that is missing in the sentence.

1



The balloon goes ____ .

(A)

at

(B)

up

(C)

on

*Here are some things we can do on a warm, sunny day.
Tell me what you see in the picture.*







Name: _____

Class: _____

Date: _____





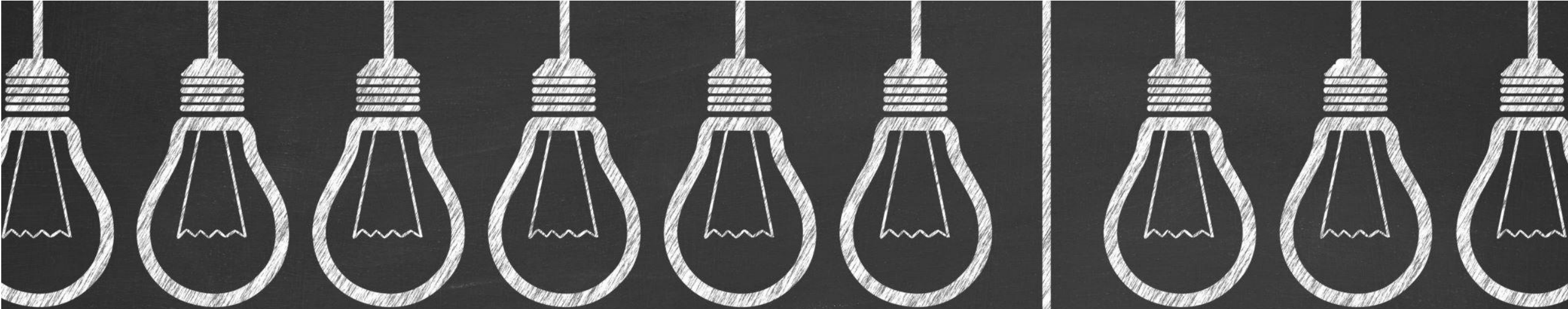
1.	I can color the pictures inside the lines. 
2.	I can use 5 different colors. 
3.	I can draw 5 details in my pictures. 
4.	I can label my pictures. 

Did I do a good job?



Teacher Comment

*Please read "I See" from Day 1.
Por favor leer "I See" de Dia 1.*



Day 7

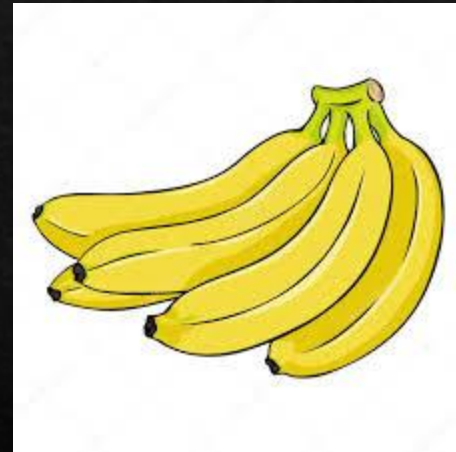
ENL

The Little Cat



By Room 10

The little cat with bananas.



The little cat with pizza.



The little cat with bikes.



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VectorStock.com/2053943

VectorStock®

VectorStock.com/2053943

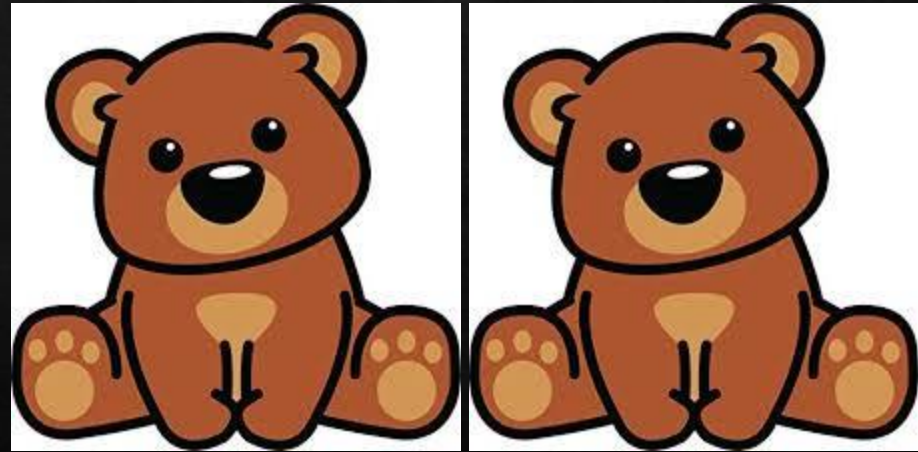
The little cat with milk.



The little cat with books.



The little cat with bears.



Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

Jj

Jj



Pp

Pp



Jj

Jj



Pp

Pp





Click the link to read and listen to the stories with rhyming words.

Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro



A

boy

B

toy

C

joy

Pizza

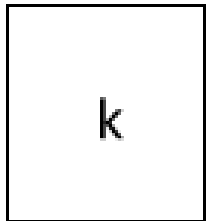


In the Test Booklet⁴, the students will see:

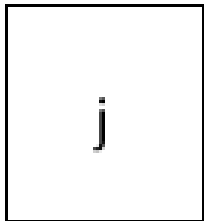
Directions

Listen to the sound. Circle the letter that makes the sound.

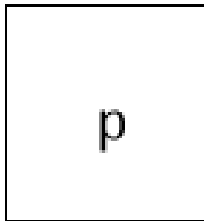
1



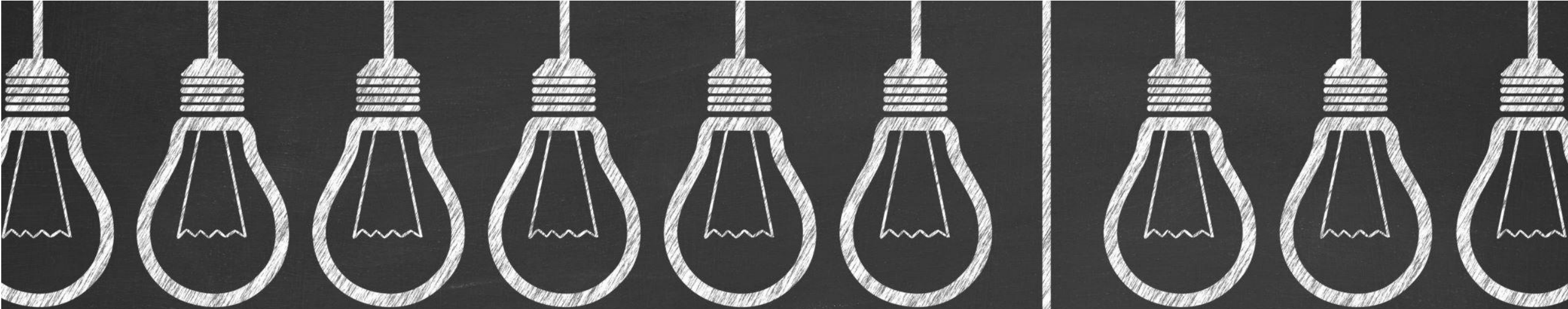
A



B



C



Day 8

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

Ll



Hh



Kk



Ll

Ll



Hh

Hh



Kk

Kk





Click the link to read and listen to the stories with rhyming words.

Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

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O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

*This is Ana with her family. They are at the supermarket.
What do you think they will buy at the supermarket?*



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VectorStock.com/21461452





Name: _____

Class: _____

Date: _____





1.	I can color the pictures inside the lines. 
2.	I can use 5 different colors. 
3.	I can draw 5 details in my pictures. 
4.	I can label my pictures. 

Did I do a good job?



Teacher Comment

*Please read "Brown Bear" from Day 2.
Por favor leer "Brown Bear" de Dia 2.*

Name: _____

Date: _____

What do you see in the book? Draw about one picture.

¿Qué ves en el libro? Dibujar sobre una pintura.



Sentence Starters oración de comienzo

I see the _____.

I see a _____.

Look at the _____.

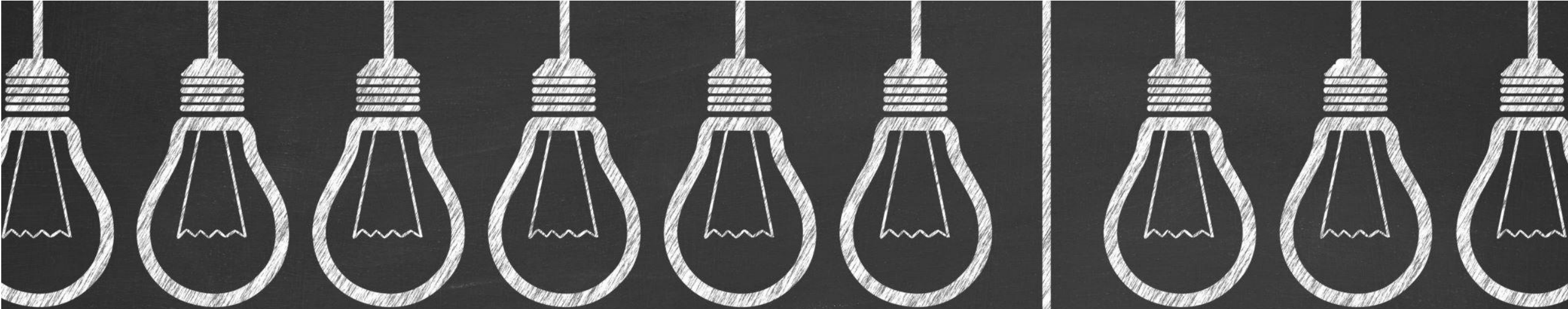
Look at a _____.

Here is the _____.

Here is a _____.

I like the _____.

I like a _____.



Day 9

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

Vv

Vv



Ww

Ww



Vv

Vv



Ww

Ww





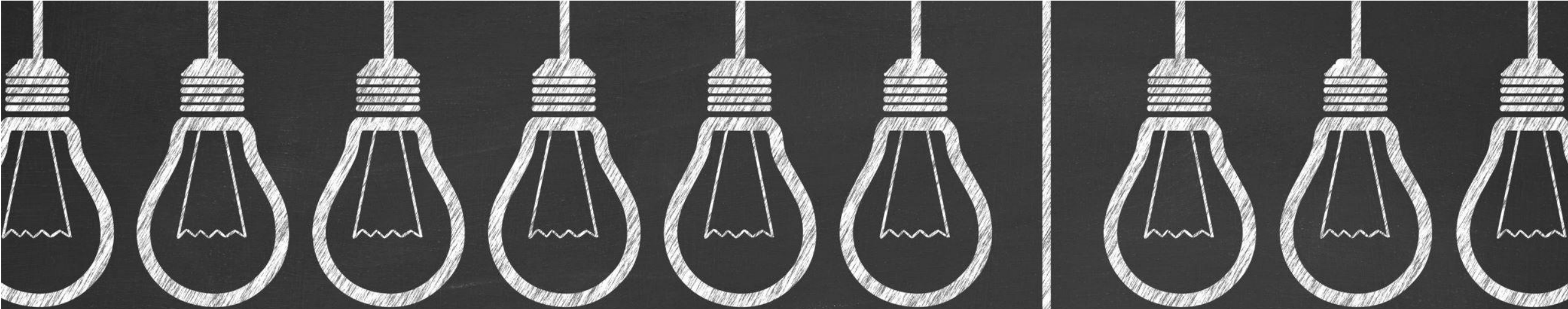
Click the link to read and listen to the stories with rhyming words.

Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

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O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro



Day 10

ENL

Fundations

Beginning Sounds Matching Activity

Directions:

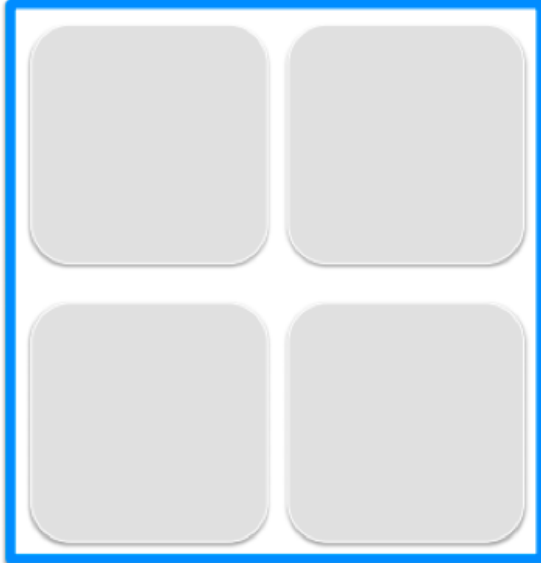
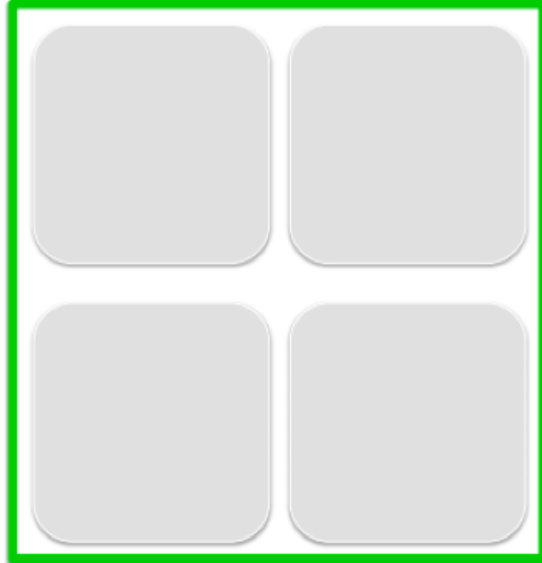
Cut out the pictures and glue them under the letter that matches the beginning sound.

Instrucciones:

Recorte las imágenes y péguelas debajo de la letra que coincida con el sonido inicial.

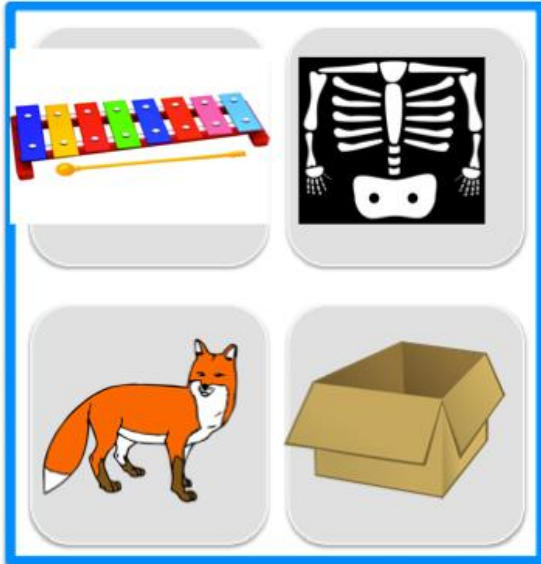
yy

Xx



yy

xX



Zz



Qu qu



Zz



Qu qu





Click the link to read and listen to the stories with rhyming words.

Haga clic en el enlace para leer y escuchar las historias con palabras que riman.

https://www.youtube.com/playlist?list=PLTYeDakuqA3-sPU2FP17Mt3_uvoMvoQYq

Or YouTube search: [Phonics Stories | Word Families | Little Fox](#)

O busque en YouTube: Historias fonéticas, familias de palabras, pequeño zorro

Have a conversation with your child about:

Tenga una conversación con su hijo sobre:

1. Tell me about what you read in class.

2. Who did you sit with at lunch?

3. What made you smile today?

1. Cuéntame lo que lees en clase.

2. Con quién te sentaste en el almuerzo?

3. ¿Qué te hizo sonreír hoy?

The students are cleaning up the park. Tell me what you see in the picture.

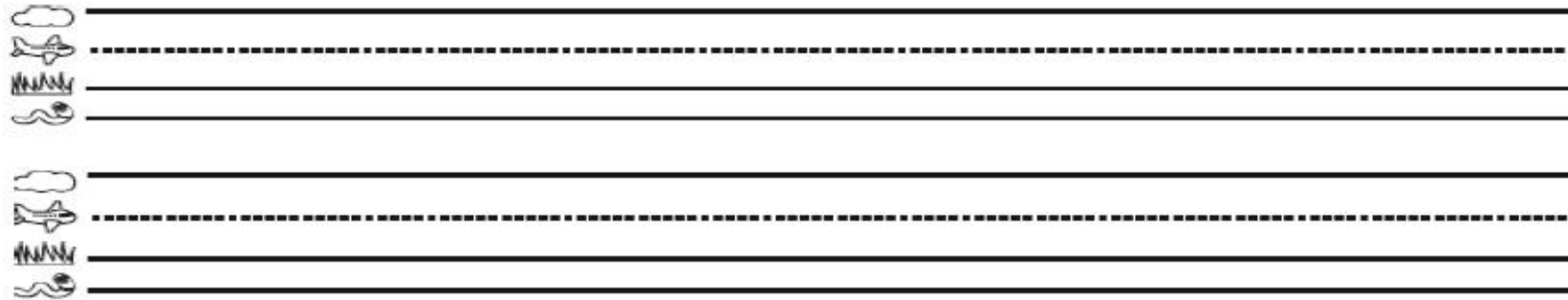






Los estudiantes están limpiando el parque. Dime lo que ves en la foto.

Name: _____

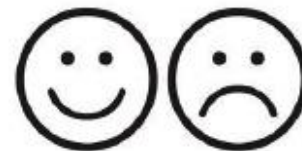
Class: _____

Date: _____



1.	I can color the pictures inside the lines. 
2.	I can use 5 different colors. 
3.	I can draw 5 details in my pictures. 
4.	I can label my pictures. 

Did I do a good job?



Teacher Comment

*Please read " My Little Cat with" from Day 9.
Por favor leer "My Little Cat with" de Dia 9.*