

6

piñata

Kindergarten

Habilidades y Destrezas 6 | Componentes digitales

Kindergarten

Habilidades y Destrezas 6

Componentes digitales

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Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Ññ

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

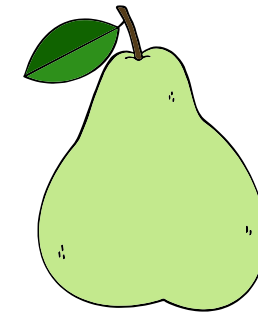
pero	perro	caro
carro	coro	corro

r

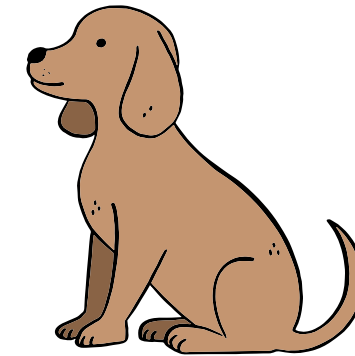
rr

Instrucciones: Pida a los estudiantes que escriban las palabras en la columna correspondiente.

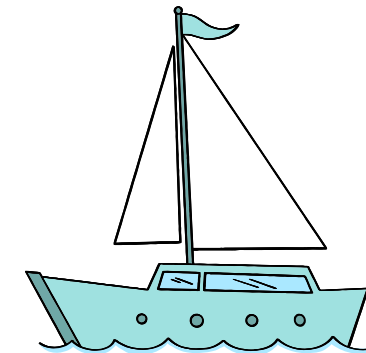
1. Me comí una _____.



2. El _____ me asustó.



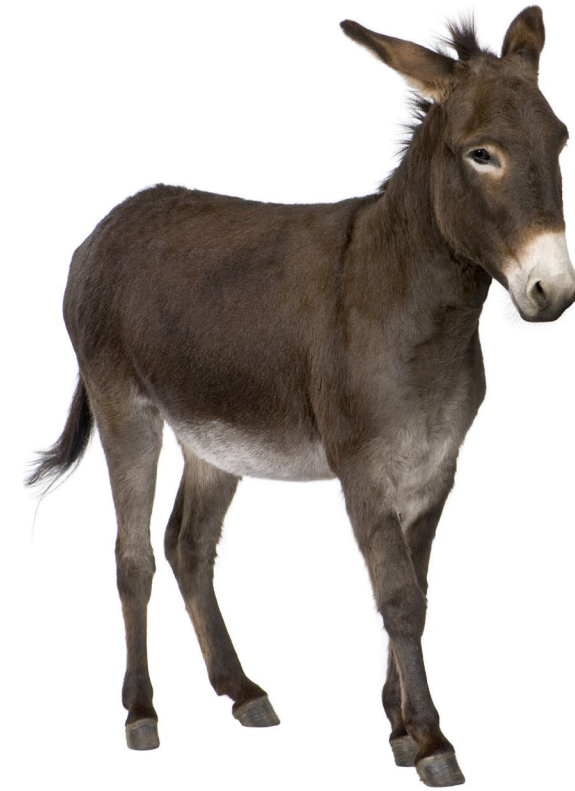
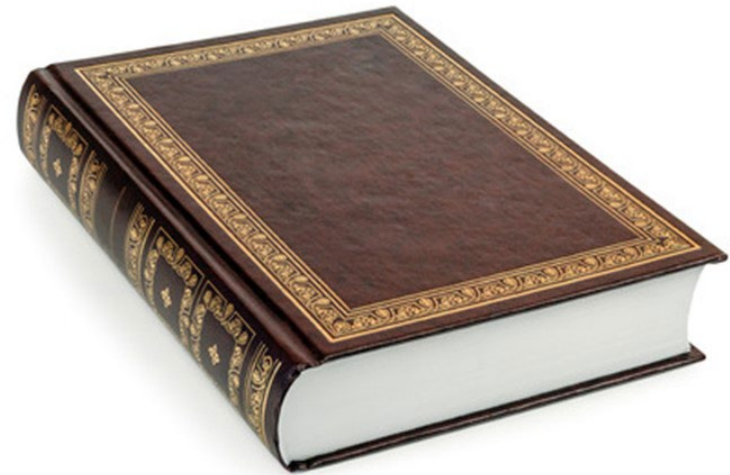
3. Me gusta la _____.



4. La _____ es grande.



Instrucciones: Pida a los estudiantes que completen la oración con la palabra que representa la imagen de la derecha (*jarra, pera, barca, perro*).



Instrucciones: Pida a los estudiantes que encierren en un círculo las imágenes cuyos nombres tengan *br* (*zorro, brazo, libro, burro*).

brazo

brinca

b r B r

b r b r

b r b r

B r B r

B r B r

b r a z o b r a z o

b r i n c a b r i n c a

Instrucciones: Pida a los estudiantes que primero tracen *br* y *Br*, y después que tracen las palabras comunes *brazo* y *brinca*.



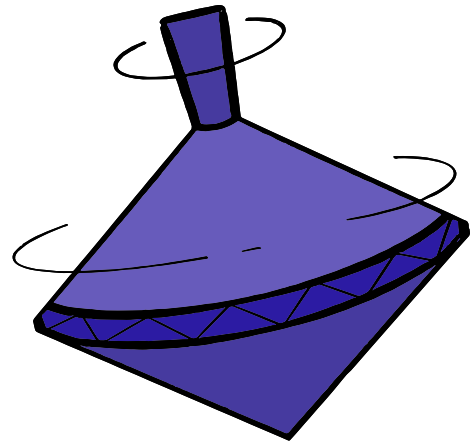
3

Instrucciones: Diga cada adivinanza y pida a los estudiantes que encierren en un círculo la imagen que corresponde a la respuesta. (*trompo, tren, tres, tronco*).

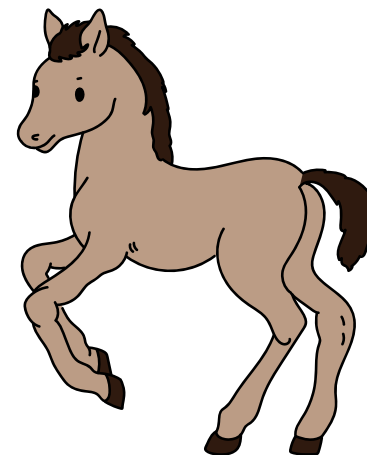
tres

tren
tres

potra
trompo



3



Instrucciones: Pida a los estudiantes que lean las palabras en la parte superior y escriban cada palabra debajo de la imagen que corresponde.



3



Instrucciones: Pida a los estudiantes que mencionen el nombre de las imágenes. Después pídale que encierren en un círculo las imágenes cuyos nombres llevan los sonidos /p/ /r/ (*tres, triciclo, sorpresa, princesa*).

primero

pronto

1 2 1 2 1 2 1 2

p r *P r*

p r *p r*

p r *p r*

P r *P r*

P r *P r*

princesa *princesa*

prado *prado*

Instrucciones: Pida a los estudiantes que tracen *pr* y *Pr*. Después pídale que tracen las palabras *princesa* y *prado*.

brocha **trompo**
princesa **sombrilla**









Instrucciones: Pida a los estudiantes que lean las palabras y, después, que las escriban debajo de la imagen que corresponda. Luego pídale que den vuelta a la hoja para repetir el procedimiento.

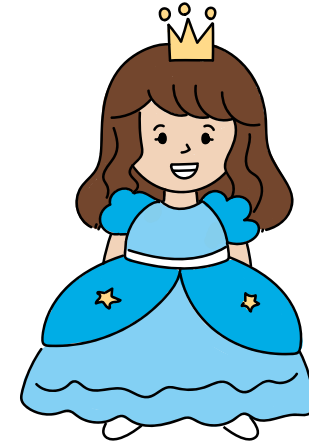
tronco
tren

primavera
prado

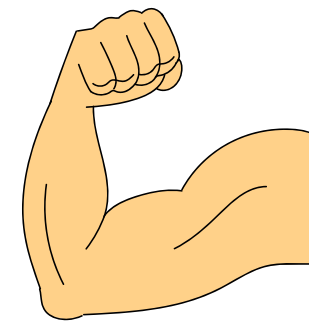




Tr



br



pr



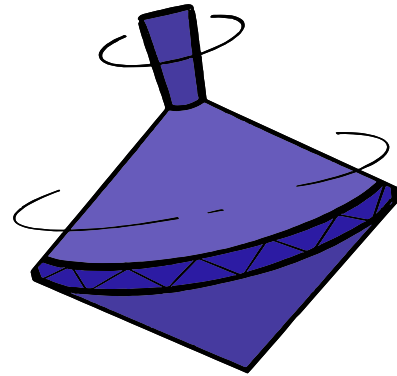
Instrucciones: Diga en voz alta las palabras *princesa*, *Trini*, *brazo* y *brincar* mientras enseña a los estudiantes las imágenes correspondientes. Pida que pongan atención a los sonidos iniciales. Después pida que tracen una línea de cada imagen hacia las letras que representan el sonido inicial que oyeron.

cinco cebras



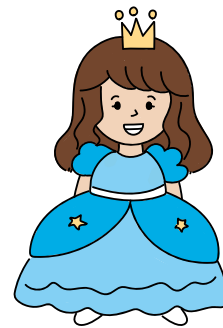
tres cebras

el trompo



los trompos

la princesa



las princesas

Instrucciones: Pida a los estudiantes que lean las frases y que escriban la correcta debajo de la imagen que corresponde.



Instrucciones: Pida a los estudiante que observen las imágenes, que encierren con rojo el personaje que no aparece en el capítulo “Anita y las barcas” y que escriban su nombre (*Tata Rigo, Renato, Trini o Anita*).

queso	coco	casa
cubo	parque	equipo

C

q

Instrucciones: Pida a los estudiantes que lean las palabras y las escriban en la columna correspondiente.



Instrucciones: Observe las imágenes y encierre en un círculo las que representan palabras con los sonidos /f/ /r/ (*refrigerador, barco, frijoles, cofre*).



frijol
fresa

cofre
frasco





Instrucciones: Pida a los estudiantes que escriban cada palabra debajo de la imagen correspondiente (*frasco, cofre, frijol, fresa*).



Instrucciones: Pida a los estudiantes que digan el nombre de cada imagen (*carro*, *cráter*, *crin* y *crayón*). Después pídale que encierren en un círculo las imágenes cuyos nombres tengan los sonidos /k/ /r/.

creo

cr Cr

cr cr

Cr Cr

cr cr

creo

crecer

Instrucciones: Pida a los estudiantes que primero tracen *cr* y *Cr* y que después tracen las palabras.

crucero
croquetas

crayones
crin





Instrucciones: Pida a los estudiantes que lean las palabras y después que las escriban debajo de la imagen que corresponde.



Instrucciones: Pida a los estudiantes que mencionen el nombre de las imágenes. Después pídale que coloren el recuadro de las imágenes cuyos nombres llevan los sonidos /g/ /r/ (*grillo, grulla, granja, fresa*).

grande

gracias

g r G Gr

g r G Gr

g r G Gr

g r i l l o

Instrucciones: Pida a los estudiantes que tracen *gr* y *Gr*. Después pídeles que tracen la palabra *grillo*.

granjero



grillo



grulla



Instrucciones: Pida a los estudiantes que unan cada palabra con la imagen que le corresponde.

cruz **grillo** **frente**

fr

cr

gr

Instrucciones: Pida a los estudiantes que lean las palabras y las escriban en la fila correspondiente.



Instrucciones: Lea los nombres de las imágenes (*fresa, gota, grillo* y *cráter*) y pida a los estudiantes que encierren en un círculo aquellas que empiezan con los sonidos /g/ /r/, /f/ /r/ y /k/ /r/.

croquetas

grillo

granja





Instrucciones: Pida a los estudiantes que lean las palabras y después que las escriban debajo de la imagen que corresponde.

el frasco



la grulla grande



Instrucciones: Pida a los estudiantes que encierren en un círculo la imagen que corresponde a la frase y, después, que escriban la frase en las líneas.

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