



# Carpeta de Actividades "Fonología"

Alumnas en Práctica

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# Discriminación Auditiva

## No Verbal

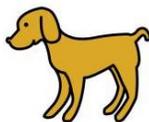
Objetivo: Lograr el la discriminación y reconocimiento de sonidos onomatopeyas de animales, del cuerpo y del ambiente.

## Actividad N°1

a) ¿Cómo hace el animal?

1. ¿Cómo hace el perro?

El



hace \_\_\_\_\_

2. ¿Cómo hace el gato?

El



hace \_\_\_\_\_

3. ¿Cómo hace el gallo?

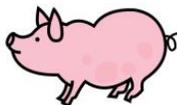
El



hace \_\_\_\_\_

4. ¿Cómo hace el chancho?

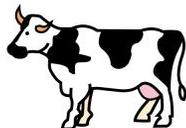
El



hace \_\_\_\_\_

5. ¿Cómo hace la vaca?

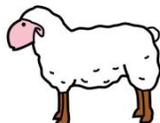
El



hace \_\_\_\_\_

6. ¿Cómo hace la oveja?

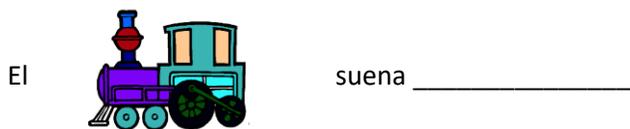
La



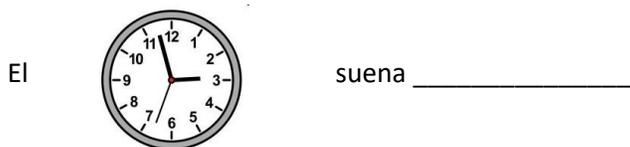
hace \_\_\_\_\_

b) ¿Cómo suena?

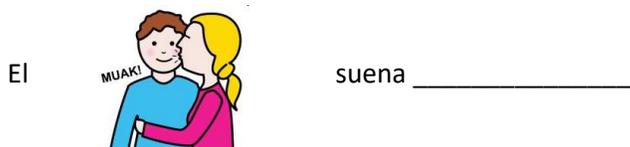
1. ¿Cómo suena el tren?



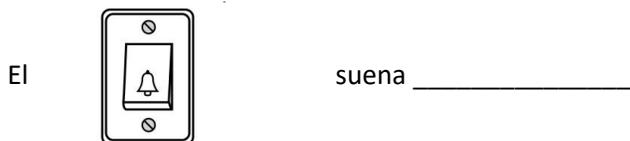
2. ¿Cómo suena el reloj?



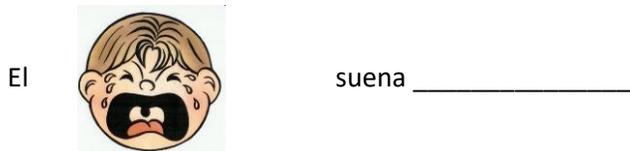
3. ¿Cómo suena el beso?



4. ¿Cómo suena el timbre?



5. ¿Cómo suena el llanto?



6. ¿Cómo suena el auto?



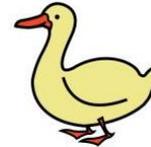
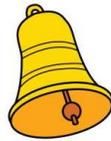
## Actividad N°2

Encuentra quién hace el sonido y enciérralo en un círculo

1. ¿Quién suena ring ring?



2. ¿Quién hace cuac cuac?



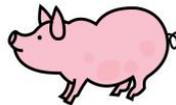
3. ¿Qué hace aaaaaah?



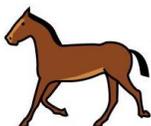
4. ¿Qué suena sshhhhhh?



5. ¿Qué suena muaaaack?



6. ¿Qué suena talan talan?



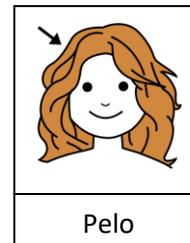
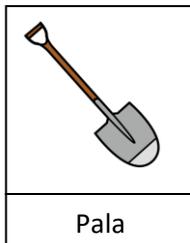
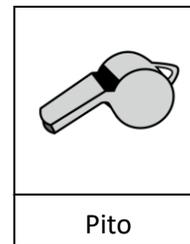
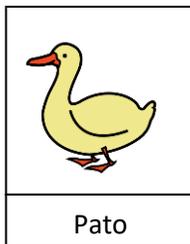
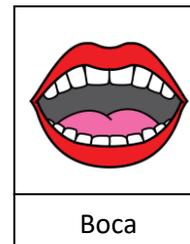
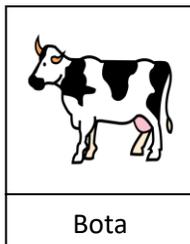
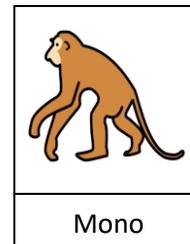
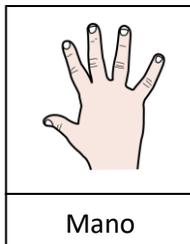
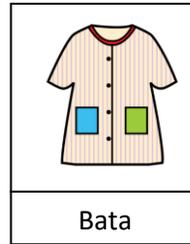
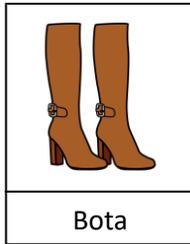
# Discriminación Auditiva Verbal

Objetivo: Lograr la discriminación de pares máximos y pares mínimos.

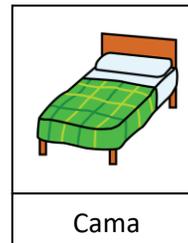
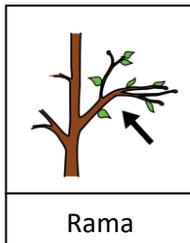
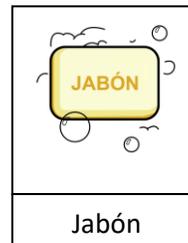
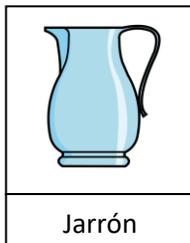
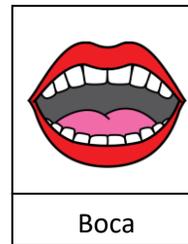
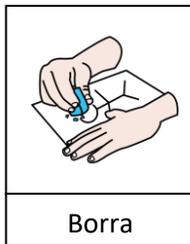
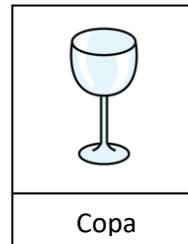
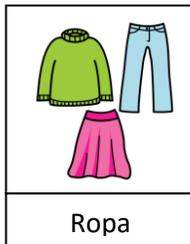
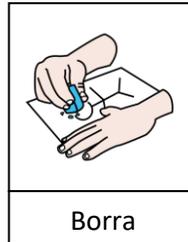
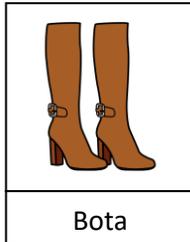
### Actividad N°3

Indica la palabra que se dice.

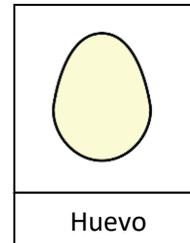
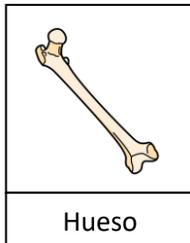
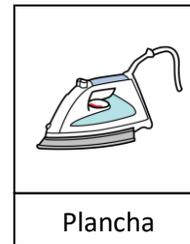
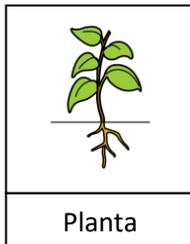
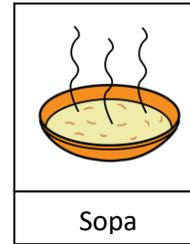
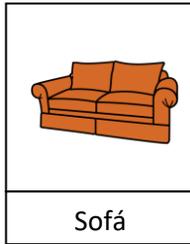
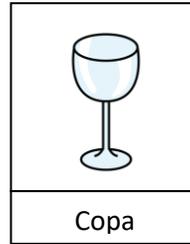
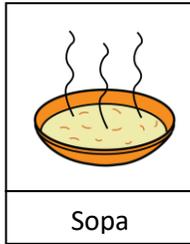
#### a) Contraste de fonemas vocálicos



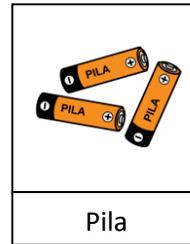
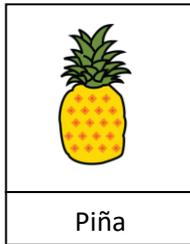
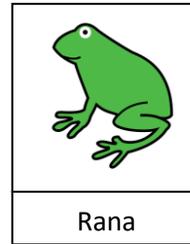
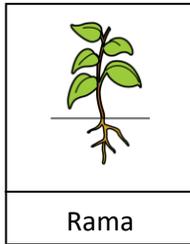
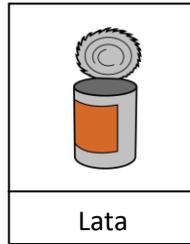
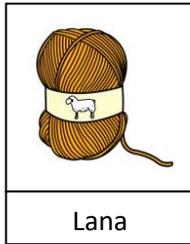
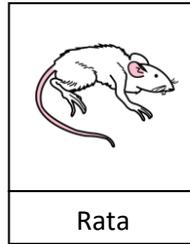
b) Contraste de vibrantes-oclusivas



c) Contraste de oclusivas-fricativas



d) Contraste de fonemas nasales con fonemas líquidos, oclusivos, nasales y/o fricativos



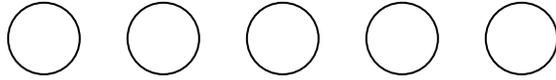
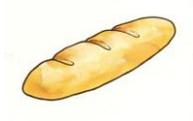
# Segmentación Silábica

Objetivo: Reconocer número de sílabas de palabras que tienen distinta metría.

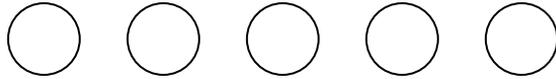
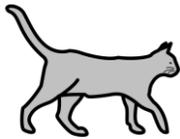
### Actividad 1

Pinta los círculos según el número de sílabas que tenga la palabra.

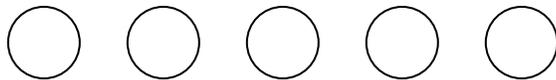
1.



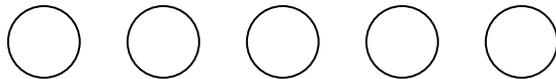
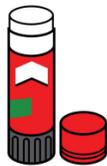
2.



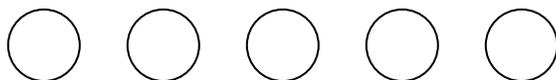
3.



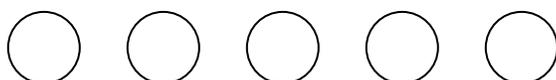
4.



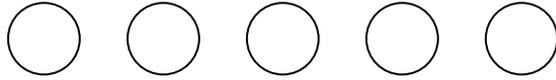
5.



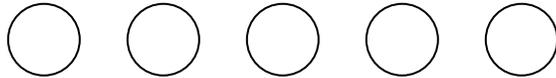
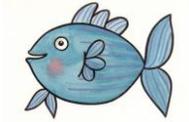
6.



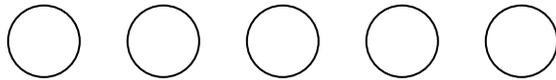
7.



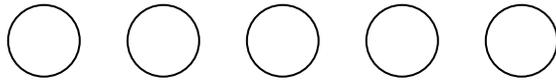
8.



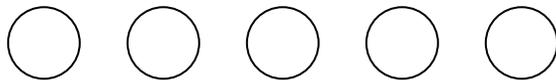
9.



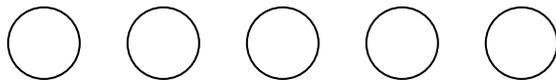
10.



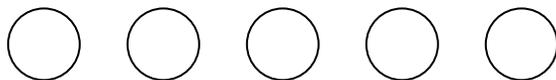
11.



12.



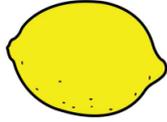
13.



## Actividad N° 2

Dibuja un círculo por cada sílaba de la palabra.

1.



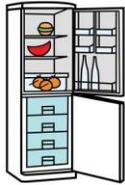
2.



3.



4.



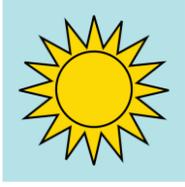
5.



6.



7.



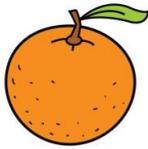
8.



9.



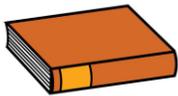
10.



11.

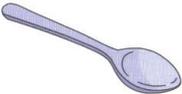
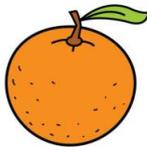
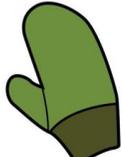
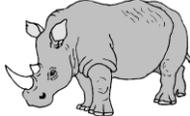


12.



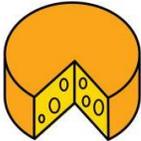
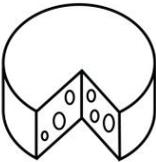
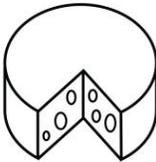
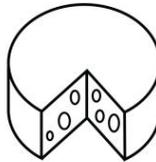
### Actividad N° 3

Encierra el dibujo que tenga el mismo número de sílabas que el modelo.

1. 	  
2. 	  
3. 	  
4. 	  
5. 	  
6. 	  

Actividad N° 4

Pinta el dibujo en el espacio correspondiente al número de sílabas de la palabra.

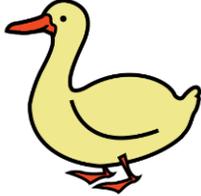
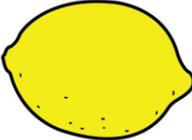
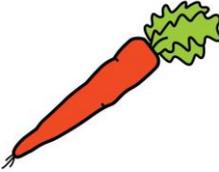
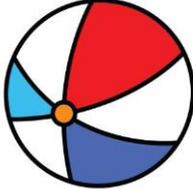
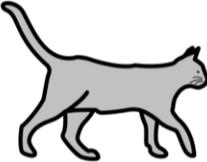
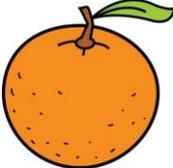
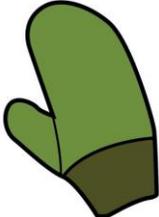
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5. 			
6. 			

# Reconocimiento de Sílabas Iniciales

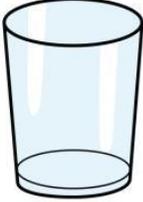
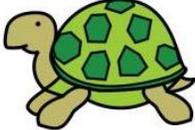
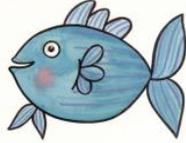
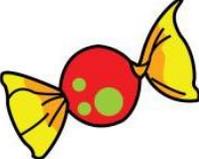
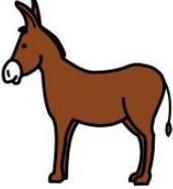
Objetivo: Reconocer sílabas iniciales de palabras que tienen distinta métrica.

### Actividad N°1

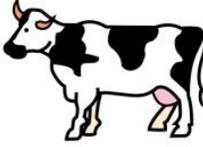
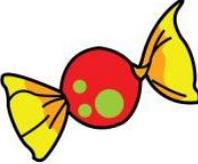
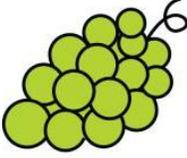
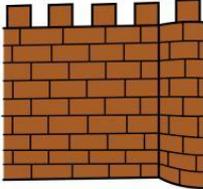
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Pa			
Pe			
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Po			
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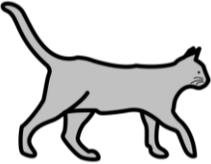
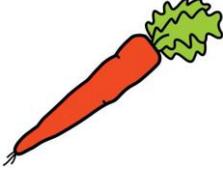
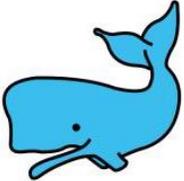
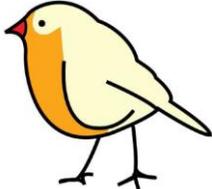
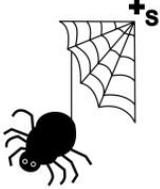
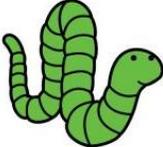
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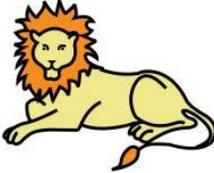
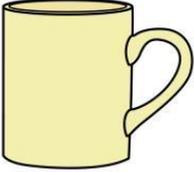
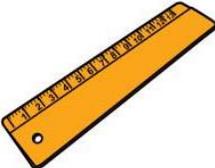
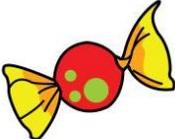
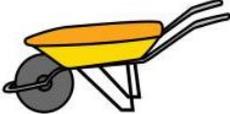
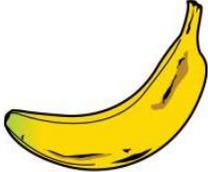
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Ma			
Me			
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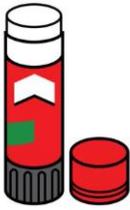
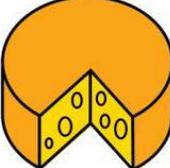
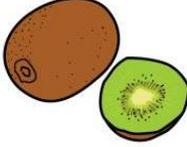
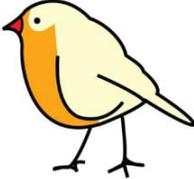
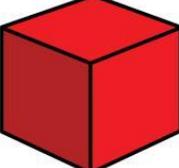
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Ga			
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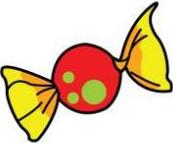
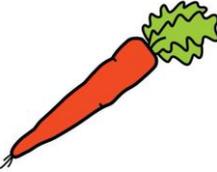
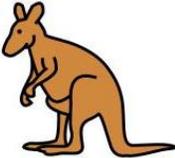
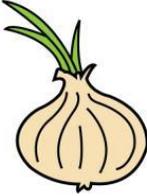
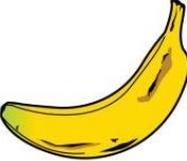
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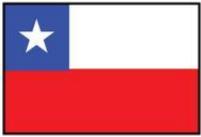
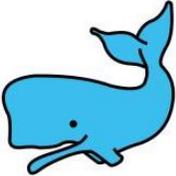
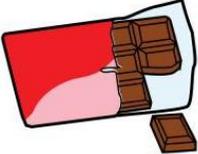
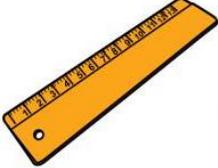
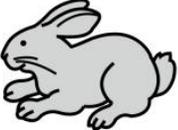
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Ka			
Ke			
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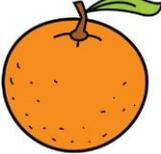
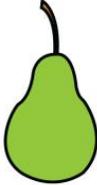
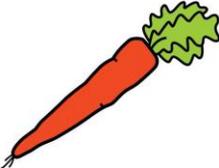
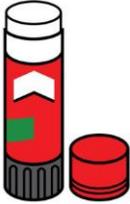
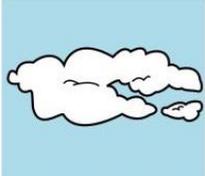
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Sa			
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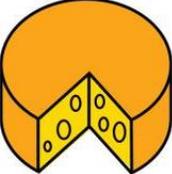
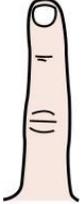
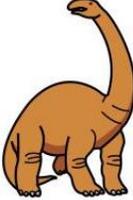
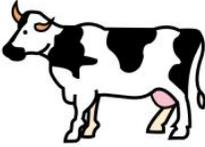
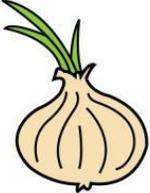
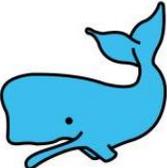
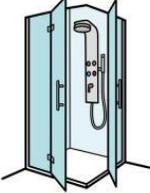
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Cha			
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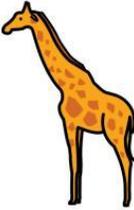
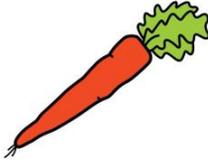
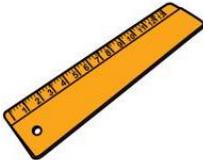
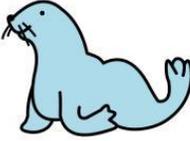
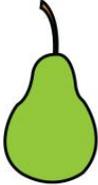
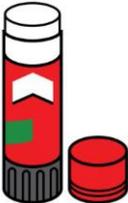
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Na			
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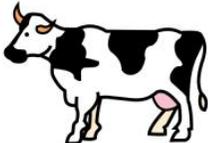
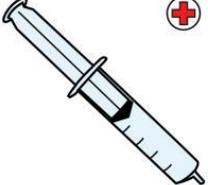
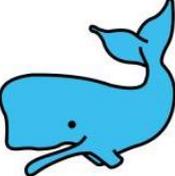
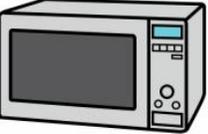
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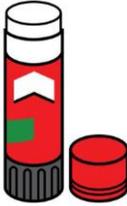
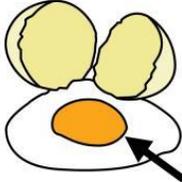
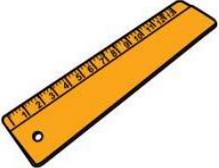
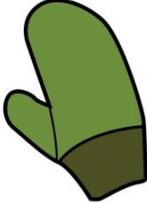
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Fa			
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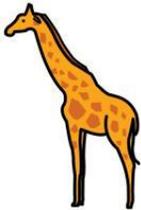
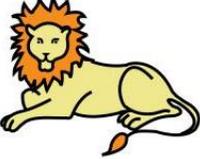
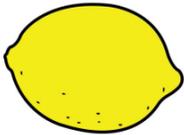
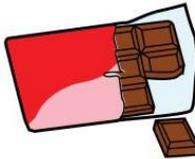
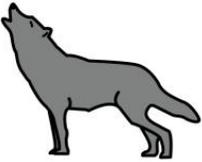
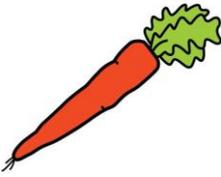
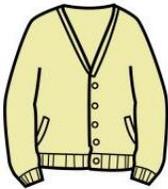
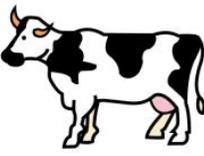
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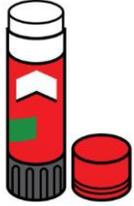
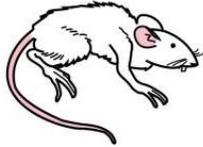
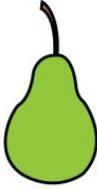
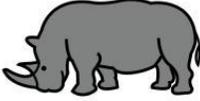
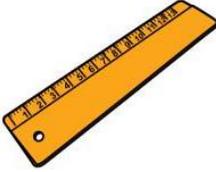
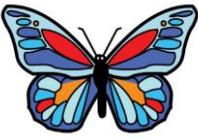
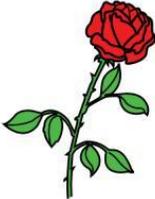
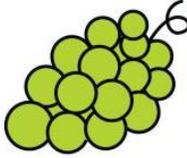
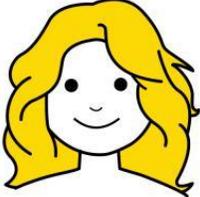
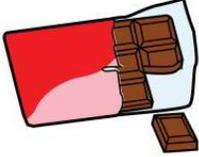
Encierra el dibujo que comience con la sílaba que se indica.

Lla			
Lle			
Llo			
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Encierra el dibujo que comience con la sílaba que se indica.

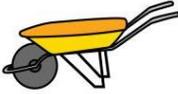
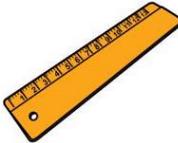
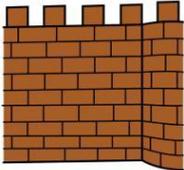
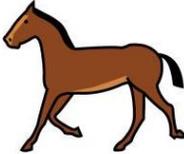
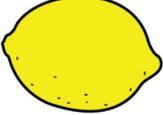
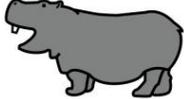
La			
Le			
Li			
Lo			
Lu			

Encierra el dibujo que comience con la sílaba que se indica.

Ra			
Re			
Ri			
Ro			
Ru			

## Actividad N° 2

Encuentra el dibujo que empieza con la misma sílaba que el modelo.

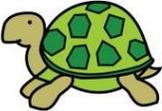
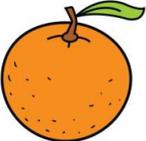
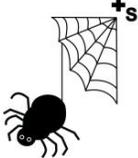
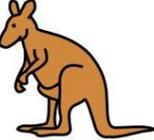
1. 			
2. 			
3. 			
4. 			
5. 			
6. 			

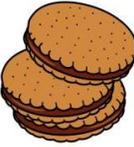
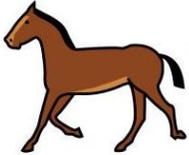
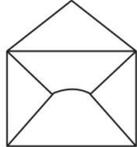
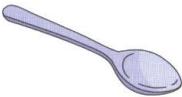
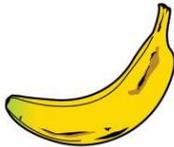
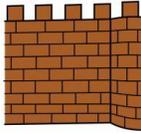
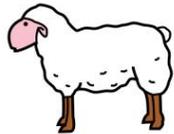
# Reconocimiento de Sílabas Medias

Objetivo: Reconocer sílabas medias de palabras que tienen distinta métrica.

### Actividad N° 1

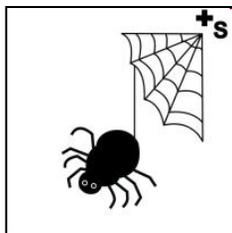
Encierra en un círculo los dibujos con la sílaba medial que se indica.

1. <b>PA</b>			
2. <b>LO</b>			
3. <b>TU</b>			
4. <b>RAN</b>			
5. <b>CE</b>			
6. <b>GU</b>			

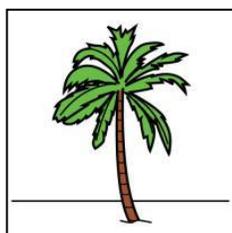
7.	BE			
8.	LLE			
9.	CHI			
10.	BRE			
11.	LU			
12.	NE			
13.	DER			

## Actividad N° 2

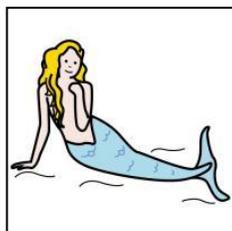
Une con una línea las palabras que poseen la misma sílaba media.



araña



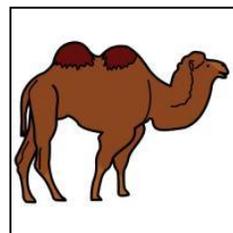
palmera



sirena



zapatos



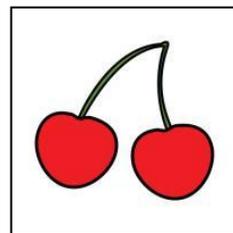
camello



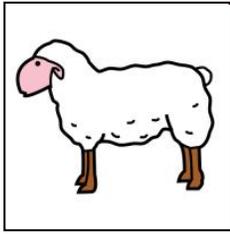
espada



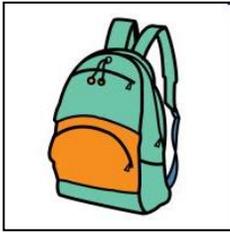
paraguas



cerezas



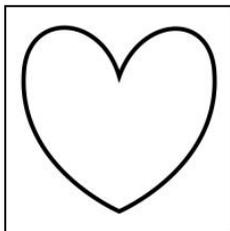
oveja



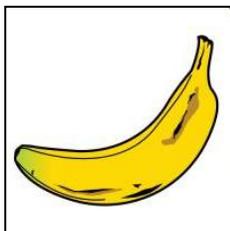
mochila



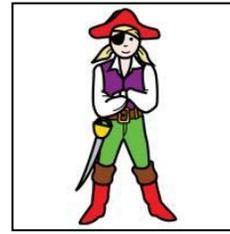
chaqueta



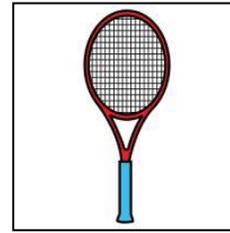
corazón



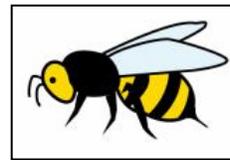
plátano



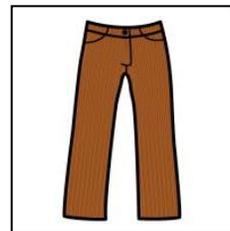
pirata



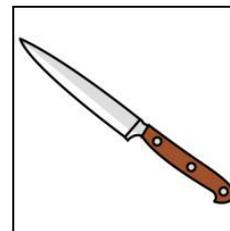
raqueta



abeja



pantalón



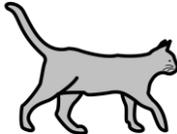
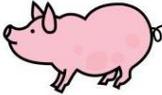
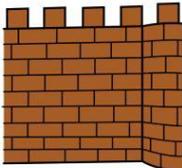
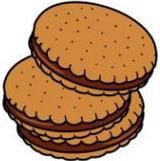
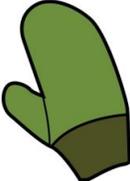
cuchillo

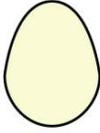
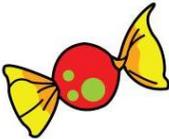
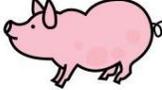
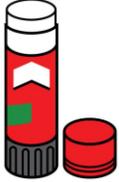
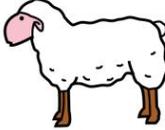
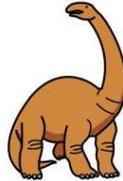
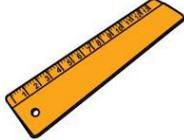
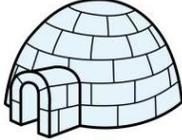
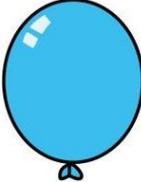
# Reconocimiento de Sílaba Final

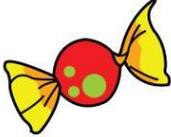
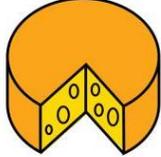
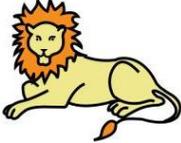
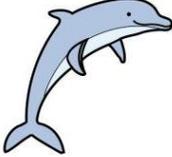
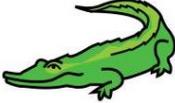
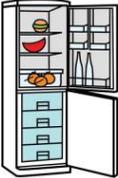
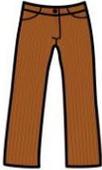
Objetivo: Reconocer sílaba final de palabras que tienen distinta métrica.

### Actividad N° 1

Encierra el dibujo que termina con la sílaba que se indica.

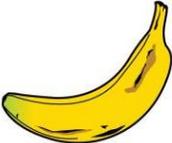
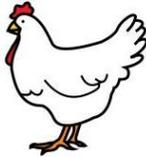
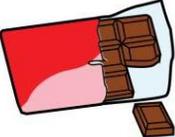
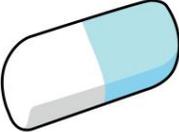
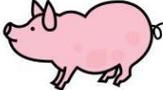
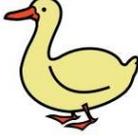
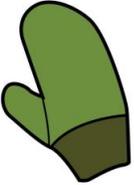
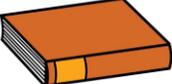
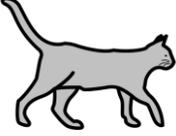
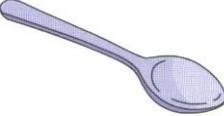
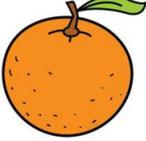
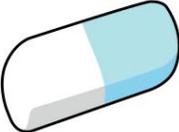
1. <b>TO</b>			
2. <b>CHE</b>			
3. <b>LLA</b>			
4. <b>TIN</b>			
5. <b>CLO</b>			
6. <b>ÑA</b>			

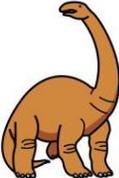
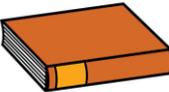
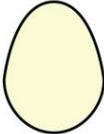
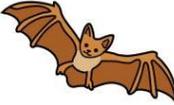
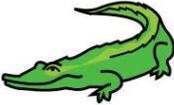
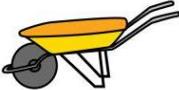
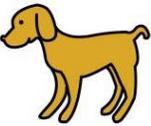
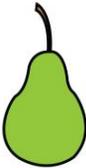
7.	<b>GUA</b>			
8.	<b>CHO</b>			
9.	<b>GA</b>			
10.	<b>DAS</b>			
11.	<b>RIO</b>			
12.	<b>COL</b>			
13.	<b>GLU</b>			

14.	<b>SO</b>			
15.	<b>FIN</b>			
16.	<b>GRE</b>			
17.	<b>CEL</b>			
18.	<b>DOR</b>			
19.	<b>LA</b>			
20.	<b>LON</b>			

## Actividad N° 2

Encierra el dibujo que termina con la misma sílaba del modelo.

1. 			
2. 			
3. 			
4. 			
5. 			
6. 			

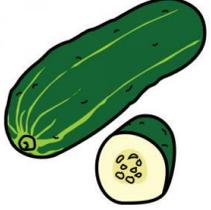
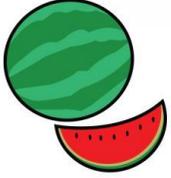
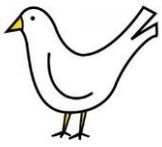
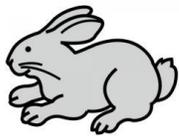
7.			
8.			
9.			
10.			
11.			
12.			

# Reconocimiento de Sílabas Suprimidas

Objetivo: Identificar la sílaba suprimida en palabras de diferente metría.

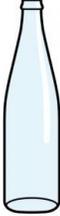
### Actividad N°1

Dibuja un círculo por cada sílaba de la palabra, di la sílaba que se ha eliminado en cada palabra.

 <p><b>Jardinero-Dinero</b></p>		 <p><b>Pepino-Pino</b></p>	
 <p><b>Sandía-Día</b></p>		 <p><b>Hormiga-Miga</b></p>	
 <p><b>Soldado-Dado</b></p>		 <p><b>Tijera-Tira</b></p>	
 <p><b>Paloma-Loma</b></p>		 <p><b>Conejo-Cojo</b></p>	

## Actividad N°2

Nombrar y escribir la sílaba que se ha eliminado en cada palabra.

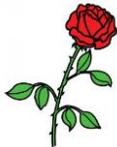
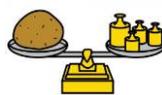
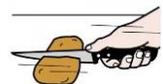
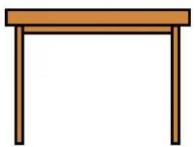
 Carpeta-Carta		 Botella-Bote	
 Helado-Lado		 Cabaña-Caña	
 Camisa-Casa		 Maleta-Mata	
 Cuchara-Cura		 Pelota-Pelo	

# Reconocimiento de Sílabas Agregadas

Objetivo: Identificar sílabas adicionadas en palabras que tienen distinta metría.

### Actividad N°1

Dibuja un círculo por cada sílaba de la segunda palabra, di la sílaba que se ha agregado en cada caso.

 <b>Rosa</b>	<b>Rosado</b>	 <b>Molino</b>	<b>Remolino</b>
 <b>Casa</b>	<b>Camisa</b>	 <b>Dado</b>	<b>Candado</b>
 <b>Pesa</b>	<b>Pesado</b>	 <b>Pala</b>	<b>Paladar</b>
 <b>Corta</b>	<b>Corbata</b>	 <b>Mesa</b>	<b>Mesada</b>

## Actividad N°2

Escucha atentamente y di cual es la sílaba agregada que se formó

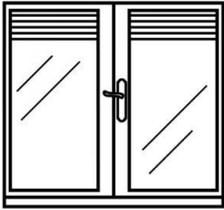
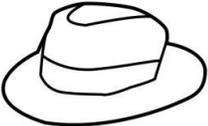
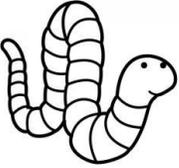
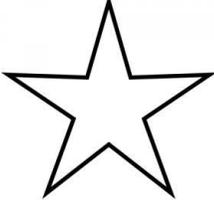
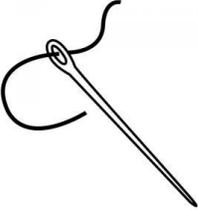
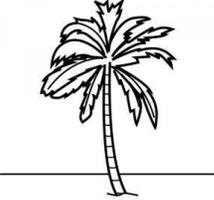
 <p>Piña</p>	<p>Piñata</p>
 <p>Mata</p>	<p>Maleta</p>
 <p>Lente</p>	<p>Lenteja</p>
 <p>Talón-Pantalón</p>	<p>Pantalón</p>

# Conciencia de Rima

Objetivo: Estimular y/o desarrollar la conciencia de rima para que el niño relacione que dos o más palabras compartan un mismo grupo.

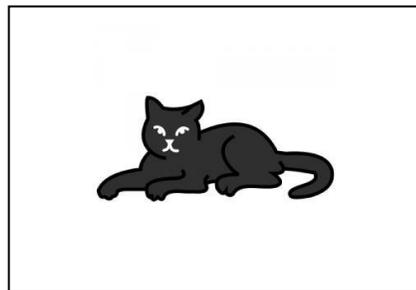
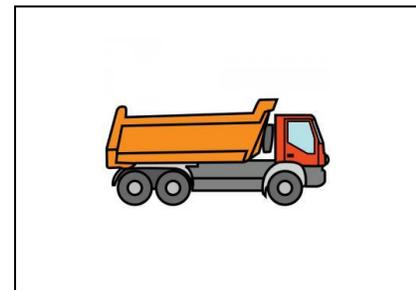
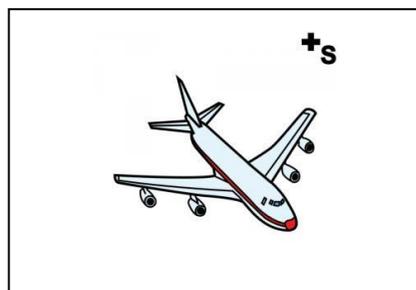
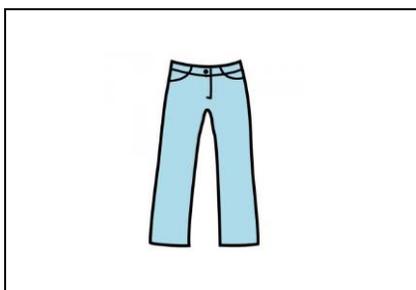
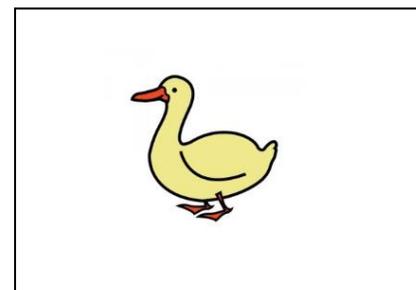
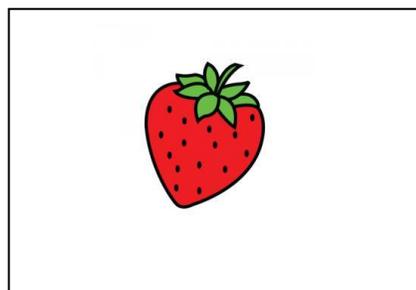
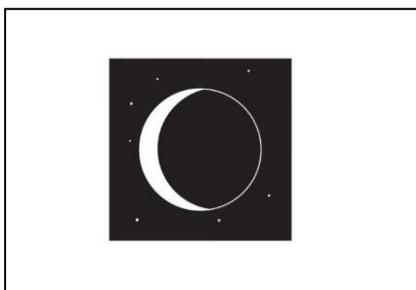
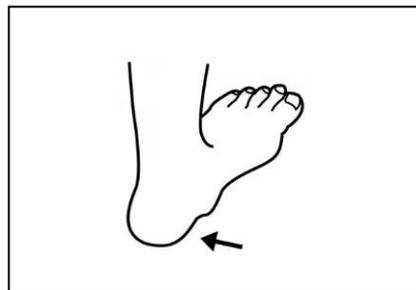
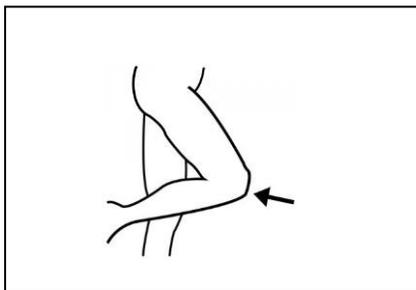
### Actividad N°1

Pinta los dibujos que rimen con el primero

1. 			
2. 			
3. 			
4. 			
5. 			

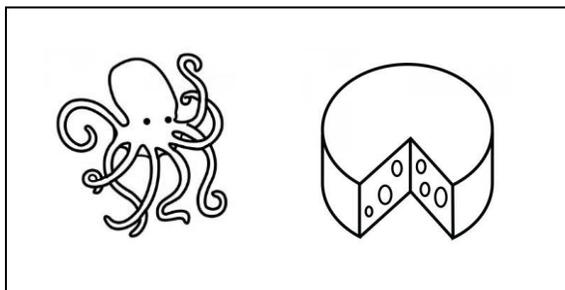
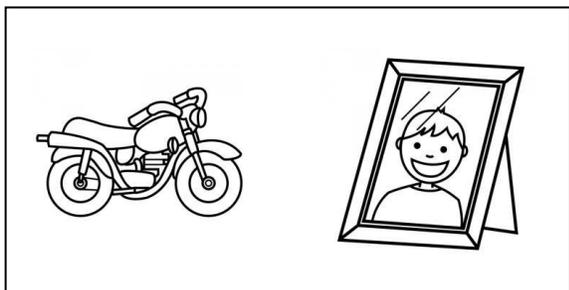
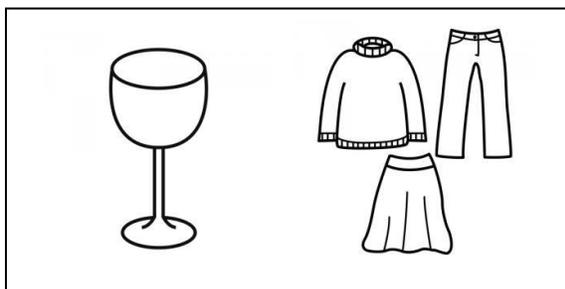
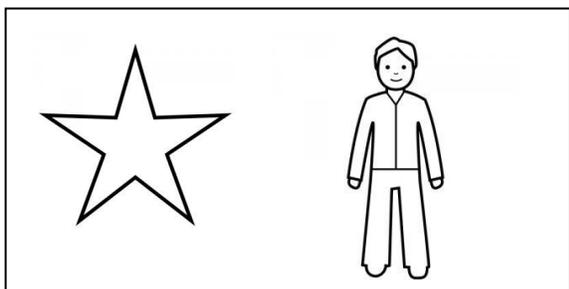
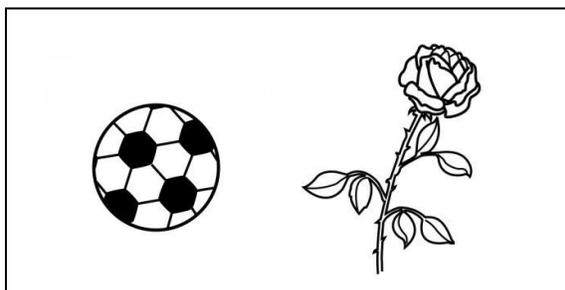
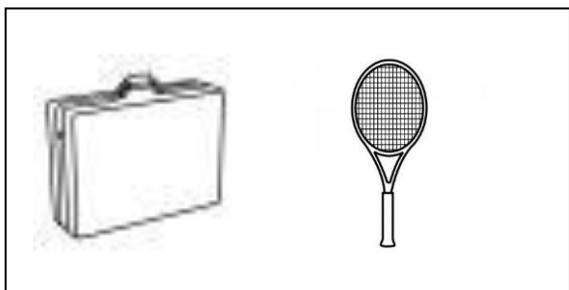
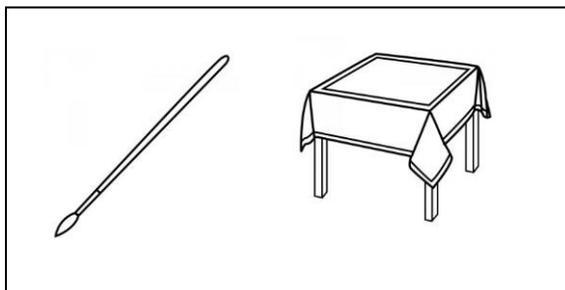
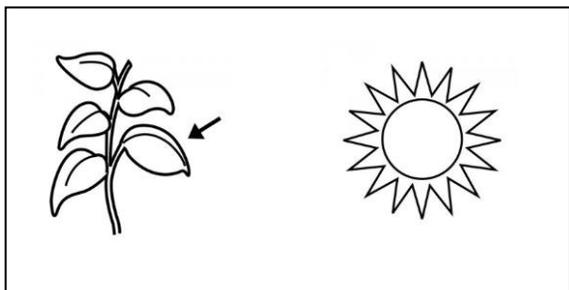
## Actividad N°2

Une los dibujos que rimen



### Actividad N°3

Pinta la pareja de dibujos que rimen

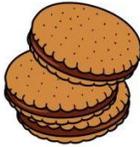
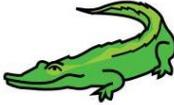
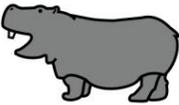
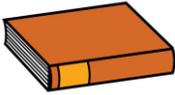


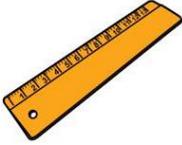
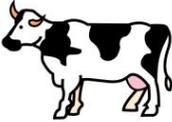
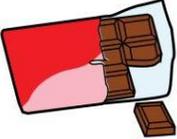
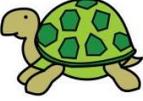
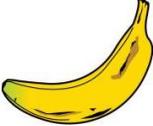
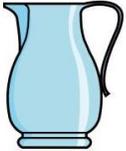
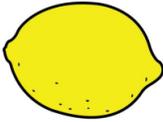
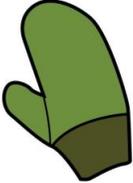
# Conciencia Fonémica

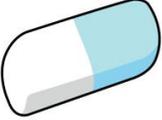
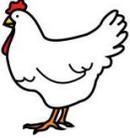
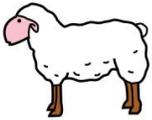
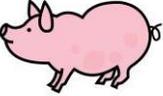
Objetivo: Estimular y/o desarrollar la conciencia fonémica para que el niño sea capaz de aislar unidades fonémicas dentro de la palabra.

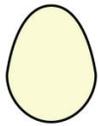
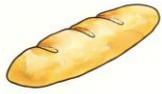
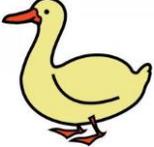
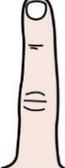
### Actividad N° 1

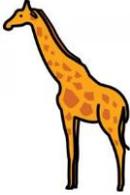
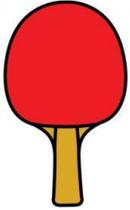
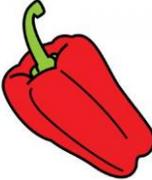
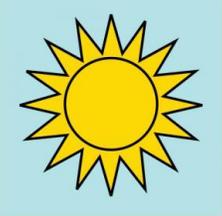
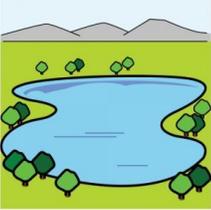
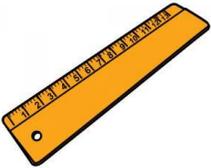
Encierra el dibujo que comienza con el sonido que se indica.

1. <b>A</b>			
2. <b>E</b>			
3. <b>I</b>			
4. <b>O</b>			
5. <b>U</b>			
6. <b>P</b>			

7.	P			
8.	B			
9.	B			
10.	M			
11.	M			
12.	G			
13.	G			

14.	T			
15.	T			
16.	K			
17.	K			
18.	S			
19.	S			
20.	CH			

21.	CH			
22.	N			
23.	N			
24.	D			
25.	D			
26.	F			
27.	F			

28.				
29.				
30.				
31.				
32.				
33.				

34.

R



35.

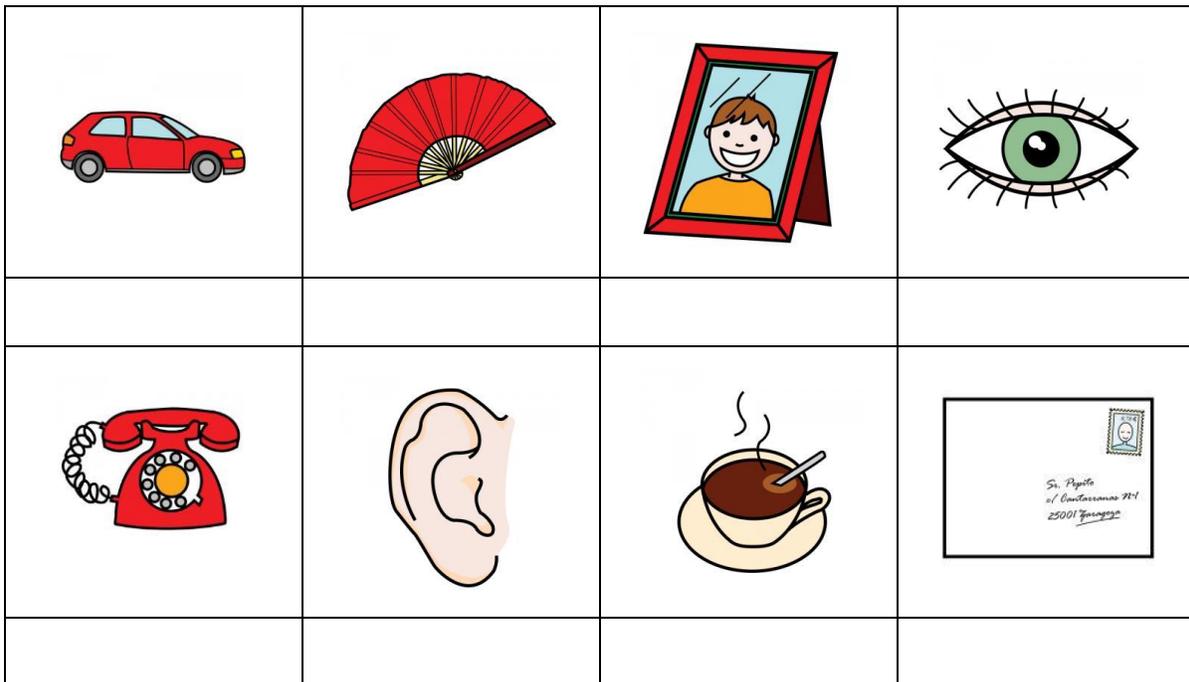
R



## Actividad N°2

Escucha atentamente las letras que se dirán y pon numero a los dibujos que se presentan a continuación.

1. O-j-o
2. C-a-f-e
3. F-o-t-o
4. A-u-t-o
5. C-a-r-t-a
6. O-r-e-j-a
7. T-e-l-e-f-o-n-o
8. A-b-a-n-i-c-o



### Actividad N°3

Escucha las letras que se dirán y dibuja las palabras que se forman:

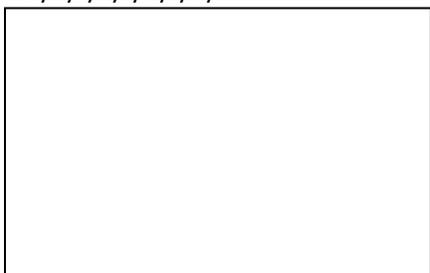
1 /a/-/l/-/a/



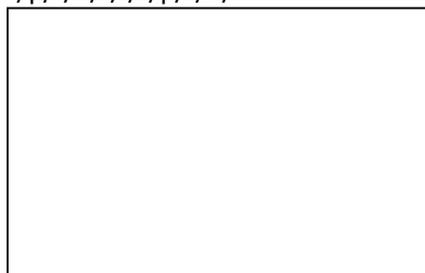
2 /p/-/a/-/n/



3 /d/-/a/-/d/-/o/



4 /p/-/u/-/l/-/p/-/o/



5 /r/-/e/-/l/-/o/-/j/



6 /p/-/i/-/e/-/r/-/n/-/a/



7 /p/-/u/-/e/-/r/-/t/-/a/



8 /d/-/e/-/l/-/a/-/n/-/t/-/a/-/l/

