



K1

TEACHER COMPONENT

Teacher's Guide



Estrellita[®]
Every child deserves a shining start.

ESTRELLITA'S MISSION

Estrellita's mission is to improve literacy in the Latino community across the country and to inspire confidence in students to achieve and exceed their educational goals. It is our desire to contribute to their opportunities to succeed in life and have a brighter future.

PURPOSE OF ESTRELLITA

The purpose of Estrellita is to bridge the gap from non-reader to reader in Spanish by providing children with the decoding skills necessary to "break the code." Estrellita provides a strong foundation in the primary language. A child only learns to read once and these skills transfer to the second language.

Copyright © (2010-2015) Estrellita, Inc.
All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, recording or otherwise, without the prior permission of the publisher.

Reproduction of pages by the classroom teacher for use in the classroom and not for commercial sale is permissible.

Reproduction of these materials for an entire school or for a school system is strictly prohibited.

ESTRELLITA STUDENT PORTAL ACTIVATION CODE

Place code sticker here

Above is the license activation code for the Estrellita Student Portal. It provides access for up to 30 students to utilize the learning program for one year.

- 1) To activate and utilize, go to <http://maestro.estrellita.com>
- 2) The registration page allows you to create your Teacher Account. Click on the Create Account link, complete the required information, create an ID and password and keep a record of these for future access.

The student portal provides you with an opportunity to differentiate instruction and can be used during centers, individual time or for home study. If you need additional training on Estrellita and the student portal please contact us for Professional Development options

ESTRELLITA MEMBER SITE ACTIVATION CODE

Place code sticker here

Above is the license activation code for the Estrellita Member Site. The activation code will provide a one-year licenses per kit to our Member Site which contains a variety of resources including downloadable content, exclusive supplemental curriculum, training support videos, and teacher submitted questions and best practices.

- 1) To activate and utilize, go to **teachers.estrellita.com**
- 2) You will enter the code and create your unique credentials including a log-in ID and a password.
- 3) The account will be active for one year at which time you can renew on the site.



TABLE OF CONTENTS

GENERAL INFORMATION	7
Program Overview	7
List of Materials	9
Materials Description	10
Sequence and Timeline	15
SONIDOS INICIALES COMPONENT	33
Sonidos Introduction and Overview	35
Writing Component Overview	41
SONIDOS PACING GUIDE	46
Introduction to Sonidos – Week 1 & 2	46
Segment 1: Week 3 & 4	47
Segment 2: Week 5 & 6	49
Segment 3: Week 6 & 7	51
Segment 4: Week 7 & 8	53
Segment 5: Week 8 & 9	55
Segment 6: Week 10	57
Segment 7: Week 10 & 11	59
Segment 8: Week 11 & 12	61
Segment 9: Week 12 & 13	64
Segment 10: Week 14	67
Segment 11: Week 15 & 16	70
Segment 12: Week 16	73
BLENDING COMPONENT	79
Blending Introduction	79
Whole-to-Part-to-Whole	84
BLENDING PACING GUIDE	85
Sílabas con “a”: Week 17	85
Palabras con “a”: Week 18-19-20	86
Oraciones con “a”: Week 21-22-23	89
Sílabas con “e”: Week 24	91
Sílabas con “a-e”: Week 24 & 25	92
Palabras con “a-e”: Week 25-26-27	93

Oraciones con "a-e": Week 27 - 28 - 29 - 30	96
Sílabas con "i": Week 30	98
Sílabas con "a-e-i": Week 30.	99
Palabras con "a-e-i": Week 31	100
Oraciones con "a-e-i": Week 32	103
Sílabas con "o": Week 33	105
Sílabas con "a-e-i-o": Week 33	106
Palabras con "a-e-i-o": Week 33 & 34	107
Oraciones con "a-e-i-o": Week 34 & 35	110
Sílabas con "u": Week 35	112
Sílabas con "a-e-i-o-u": Week 35	113
Palabras con "a-e-i-o-u": Week 35	114
Oraciones con "a-e-i-o-u": Week 36	117

SONIDOS ACTIVITIES SECTION 119

Introduction to Sonidos - Week 1 & 2.	121
Segment 1: Week 3 & 4	122
Segment 2: Week 5 & 6.	128
Segment 3: Week 6 & 7.	132
Segment 4: Week 7 & 8.	134
Segment 5: Week 8 & 9.	136
Segment 6: Week 10	138
Segment 7: Week 10 & 11.	140
Segment 8: Week 11 & 12	142
Segment 9: Week 12 & 13.	145
Segment 10: Week 14	148
Segment 11: Week 15 & 16	151
Segment 12: Week 16	153

BLENDING ACTIVITIES SECTION 155

Sílabas con "a": Week 17	157
Palabras con "a:: Week 18 - 19 - 20.	162
Oraciones con "a": Week 21 - 22 - 23	174
Sílabas con "e": Week 24	183
Sílabas con "a-e": Week 24 & 25	187
Palabras con "a-e": Week 25 - 26 - 27	193
Oraciones con "a-e": Week 27 - 28 - 29 - 30	196
Sílabas con "i": Week 30	198

Sílabas con "a-e-i": Week 30	202
Palabras con "a-e-i": Week 31	206
Oraciones con "a-e-i": Week 32	208
Sílabas con "o": Week 33	210
Sílabas con "a-e-i-o": Week 33	214
Palabras con "a-e-i-o": Week 33 & 34	218
Oraciones con "a-e-i-o": Week 34 & 35	220
Sílabas con "u": Week 35	222
Sílabas con "a-e-i-o-u": Week 35	226
Palabras con "a-e-i-o-u": Week 35	229
Oraciones con "a-e-i-o-u": Week 36	231



INTRODUCTION

I started my public school teaching career as a Migrant teacher. Having just earned my Bilingual Bicultural Teaching Credential, I was filled with idealism and wanted to make a difference for Latino immigrant children. As I transitioned from a Migrant teacher to a Bilingual 1/2 combo teacher, I soon came to realize the dearth of Spanish resources available for the bilingual teacher. At that time, many of us utilized whatever materials we could find in Spanish, even making trips to Mexico to purchase authentic literature and other materials that would be linguistically and culturally relevant for our children. We did have an adopted reading series, but unfortunately then, as now, it was sorely lacking a cohesive phonics component. Little by little, I began to create my own reading curriculum. My purpose was to help my children learn to read in their native language, thus facilitating their acquisition of English and ultimately helping them succeed in their new country. Eventually, I self-published my curriculum which I named "*Estrellita*" in honor of our little shining stars of the future..

Estrellita has been enthusiastically supported among bilingual teachers. I owe this success foremost to the many children I have taught, without whom, this system with its novel methodologies and strategies would never have materialized. I wish to thank my parents for their guidance and support throughout the development and daily activities of a small business. I also wish to thank my brother to whom I have handed over the *Estrellita* torch. I am grateful to him and the entire staff of *Estrellita* for everything they have contributed to *Estrellita* and for keeping my original vision alive.

Karen Myer,
Author of *Estrellita*

PROGRAM OVERVIEW

The *Estrellita Accelerated Beginning Spanish Reading Program* is an accelerated, systematic, explicit phonics program which provides children with the phonics tools necessary to decode beginning reading material in Spanish. This developmentally appropriate program provides an individualized approach whereby students progress at their own pace. It is designed to be accelerated, but is also adaptable to at risk students (highly adaptable to individual needs). It provides a strong foundation in the primary language. The reading materials progress from simple to complex, thus providing varying levels of difficulty. It promotes parental involvement throughout the program. Assessment includes the *Estrellita Placement Test & Benchmark Assessment Tool* and informal, quick assessments throughout the program.

Estrellita includes all the initial sounds through a picture-to-sound method. Sounds are not taught individually. Instead, they are introduced and taught **AS A GROUP**, which accelerates the learning process. Contrasting (i.e. distinguishing one or more letters from other letters) takes place from

the very beginning since the letters are taught as a group. Additionally, and contrary to popular practice, no letter names are taught until children have learned to read.

The *Blending* component, which incorporates syllables, words, sentences, minibooks and home study material, makes use of a kinesthetic approach to beginning reading while incorporating aspects of the whole language philosophy. A variety of manipulative activities are used to provide the connecting level in the blending process. There are five stories which come in blackline master form for the children to make into mini-books. They also come in a Big Book format. These mini-books and the related activities are based on a whole-to-part-to-whole framework, which serves as the focus for many of the activities in the blending section. The mini-book contains a story made up of syllables, words and sentences, all of which the students will have learned before reading the mini-book. This creates a high level of enthusiasm and allows students to feel successful. Students feel empowered with self-confidence, a key ingredient to success.

Estrellita is a complementary program. It is to be used as the phonemic awareness and phonics component of your total reading program, however, *Estrellita* does reinforce the vocabulary, fluency and comprehension skills taught in your core literacy program. You do not need to teach the phonics skills in your language arts program if they are explicitly covered in *Estrellita*.





LIST OF MATERIALS

Estrellita Program Package:

TEACHER COMPONENT

Teachers Guide
Implementation Checklist (Digital)
Guía de Ayuda Rápida (Digital)
Graduation Certificates
(Consumables)
Student Portal Instruction Guide with
registration code (Digital)

SONIDOS COMPONENT

Blackline Masters - Mi Libro de los
Sonidos para Colorear (Digital)
Sonidos Iniciales Wall Cards
Sonidos Iniciales Parent Packet in Spanish
Sonidos Iniciales CD (Digital)
Sonidos Iniciales Picture and Letter Cards
Mi Cuaderno de los Sonidos Iniciales
(Consumables)
Puppets (Class Set)
Stories and Cheers Cards
Riddle Cards
Porras CD (Cheers CD) (Digital)
Pom-Pom
Las Canciones de Estrellita CD (Digital)
Las Canciones de Estrellita Lyrics (Digital)

BLENDING COMPONENT

Mi Cuaderno de Lectura: Sílabas,
Palabras, Oraciones y Cuentos
(Consumables)
Blending Blackline Masters Booklet
(Digital)
Sílabas con...Cards
Sílabas from the Big Books Cards
Palabras from the Big Book Cards
Palabras Cards
Big Books (Set of 5)
Syllable Flip Chart

WRITING COMPONENT

Writing Blackline Masters

ASSESSMENT COMPONENT

Instruction Guide (Digital)
Student Booklet
Assessment App (IOS/Andriod)

WALL CHARTS

Sonidos Iniciales Wall Chart
Blending Las Sílabas Wall Chart
Blending 5 Individual Sílabas Wall Charts

The items indicated as Digital can be found on the Member Site. The activation code for the Member Site can be found on the first page in this guide.

MATERIALS

TEACHERS COMPONENT

TEACHERS GUIDE

This manual provides a comprehensive guide to teaching the K-1 Estrellita program. The Sonidos section includes step-by-step instructions for teaching all the initial sounds which are presented in an interesting and exciting format. The Blending section, with its many kinesthetic activities, “Bridges the Gap from Non-Reader to Reader”. Additionally, the guide provides a weekly sequence to ensure that the program is implemented utilizing all of the components.

IMPLEMENTATION CHECKLIST (DIGITAL)

The Estrellita Implementation Checklist not only serves as a “fidelity list,” but is a critical tool to assist the teacher in ensuring that all the important elements of the Estrellita program are implemented.

GUÍA DE AYUDA RÁPIDA (DIGITAL)

This “quick guide” provides a high level overview of the Estrellita Building Blocks and the implementation during your Estrellita block time.

GRADUATION CERTIFICATES (CLASS SET/CONSUMABLES)

When a student “graduates” from Estrellita, they are presented with this attractive graduation certificate!

STUDENT PORTAL INSTRUCTION GUIDE W/REGISTRATION CODE (DIGITAL)

The Instruction Guide provides the registration code to gain access to the Student Portal Software. It also provides detailed instructions on how to set up your classroom and students and begin using the software in small groups, independent study or at home.

SONIDOS COMPONENT

BLACKLINE MASTER - MI LIBRO DE SONIDOS PARA COLOREAR (DIGITAL)

These sheets can be duplicated as a class set and made into a coloring book for each student. They would serve the dual purpose of being a coloring book and can also be “read” by students as the chart is being chanted. Students take their book home to study with their parents. A cover sheet for the coloring book (“Mi libro de los sonidos para colorear”) is included.

SONIDOS WALL CARDS

The cards can be mounted on the wall and used as alphabet wall cards (cards include *both* upper and lower- case letters).

SONIDOS INICIALES PARENT PACKETS

These parent packets consist of six booklets, one for each of the Sonidos segments (they do not contain packets for the review segments). Each booklet follows the objectives outlined in the *Sonidos Iniciales* section of the *Estrellita K-1 Teachers Guide*, thereby supplementing classroom instruction. Instructions to the parents appear on every page and are easy to follow. Available separately are supplementary parent packets in English (i.e. instructions in English) for English- speaking parents of children in dual language classrooms.

SONIDOS INICIALES CD (DIGITAL)

This is a recording of the *Sonidos Iniciales Wall Chart* as it is “chanted.” Monolingual teachers in bilingual classrooms will find this tape to be an invaluable aid for correct pronunciation.

SONIDOS INICIALES PICTURE AND LETTER CARDS

Flash cards representing the different sets of pictures and letters from the Estrellita chart.

MI CUADERNO DE LOS SONIDOS INICIALES (CLASS SET/CONSUMABLE)

Personalized booklet for each student containing all the pictures and letter segments, the Sonidos Iniciales Progress Chart and a full color Sonidos Iniciales chart. The progress chart is a graphical representation of the 12 segments of the Sonidos Iniciales Wall Chart and is divided into six segments, with the additional 6 segments used for review.

PUPPETS (CLASS SET)

The kit includes a class set of puppets that can be used with the Stories and Cheer Cards and provides and a creative way to retell these stories using another learning modality and incorporating kinesthetic into reading.

STORIES AND CHEER CARDS

Each card contains a story and a cheer for each of the initial sounds. These rhyming stories and cheers were designed to develop and foster phonemic awareness. Teachers read the story to the children while holding up a puppet for that letter. Children make puppets to practice the stories with each other. Children practice the cheers using cheer leading movements.

RIDDLE CARDS

Each card contains a rhyming riddle for each of the initial sounds and pictures on the *Sonidos Iniciales Wall Chart*. Rhyming is an important prerequisite of phonemic awareness. These riddles, along with the stories and cheers, provide valuable rhyming practice while simultaneously teaching the Estrellita pictures and their corresponding initial sounds.

PORRAS CD (CHEERS CD) (DIGITAL)

This CD contains all the cheers from the Stories & Cheers Cards. Teachers can play the CD while leading students with the accompanying cheerleading movements.

POM-POM

The actual Pom-Pom to be used with the Porras CD and Cheer Cards.

LAS CANCIONES DE ESTRELLITA CD (DIGITAL)

This CD puts the Riddle Cards to music and allows the children to sing along.

LAS CANCIONES DE ESTRELLITA LYRICS (DIGITAL)

The lyrics book provide the lyrics to the CD and follow the format of the Riddle Cards.

BLENDING COMPONENT

MI CUADERNO DE LECTURA: SÍLABAS, PALABRAS, ORACIONES Y CUENTOS

Personalized booklet for each student containing activities for each of the blending segments including con “a-e-i-o-u” with the Blending Progress Monitoring Chart to track the students progress. Each of the segments provide practice opportunities for the students to work independently or with a partner. The activities will move the students towards mastery and improve their vocabulary, comprehension and fluency with scaffolded activities that become progressively more rigorous.

BLENDING BLACKLINE MASTERS BOOKLET (DIGITAL)

This book includes the following:

GENERIC BLACKLINE MASTERS:

SONIDOS INICIALES PROGRESS MONITORING CHART/SONIDOS INICIALES CLASS RECORD

The Progress Monitoring Chart can also be found in the Mi Cuaderno. We have included a Sonidos Iniciales Class Record as well.

BLENDING PROGRESS CHART / ESTRELLITA CLASS RECORD: BLENDING

This chart provides documentation for students’ progression through the five blending groups. We have included a Blending Class Record as well.

BENCHMARK ASSESSMENT INDIVIDUAL RECORD/BENCHMARK ASSESSMENT CLASS RECORD

We have included a Benchmark Assessment Individual Record to record progress for the entire program as well as a Class Record but this can be printed from the Assessment App as well.

READING SLIPS

These slips are meant to be sent home so that parents can sign off on the students fluency homework in the Palabras and Oraciones para Estudiar en La Casa materials.

PARENT LETTERS

This letter includes instructions to parents for the reading slips.

FORMANDO PALABRAS

This blackline master is used in several of the blending activities.

SÍLABAS PARA FORMAR PALABRAS CON “A-E-I-O-U”

This blackline master is used in several of the blending activities and these cards are also provided in the Color-Coded Pocket Card box. The Blackline Masters’s are available for student copies.

LAS SÍLABAS (STUDENT CHART)

This blackline master is used in several of the blending activities.

LAS LETRAS QUE TIENEN EL MISMO SONIDO

This blackline master is used in several of the blending activities.

BLENDING CON “ ” BLACKLINE MASTERS:

HOJA DE ESTUDIAR: SILABAS CON “ ”

This blackline master is used in several of the blending activities.

SÍLABAS CON “ ” (STUDENT CHART)

This blackline master is used in several of the blending activities.

SÍLABAS REVUELTAS: CON “ ” (STUDENT CHART)

This blackline master is used in several of the blending activities.

PALABRAS CON “ ” PARA ESTUDIAR EN LA CASA

These home study materials are essential to building fluency. There are five Palabras books, each containing words from a specific word group. The syllables in the words are alternately outline and boldface. This serves as a visual aid to assist students in the decoding process and help them to see the relationship of the whole to its parts.

LAS SÍLABAS DE “ ” (I.E. PAPÁ, MAMÁ Y ANA)

This blackline master is used in several of the blending activities and these cards are also provided in the Color-Coded Pocket Card box. The Blackline Masters's are available for student copies.

MINI-BOOK (I.E. PAPÁ, MAMÁ Y ANA): PALABRAS PARA FORMAR ORACIONES

This blackline master is used in several of the blending activities and these cards are also provided in the Color-Coded Pocket Card box. The Blackline Masters are available for student copies.

MINI-BOOK: (I.E. PAPÁ, MAMÁ Y ANA)

The five Cuentitos serve as the focus for all of the manipulative activities. The Sílabas from the Mini-books are five different sets of syllables from the vocabulary in each of the five mini-books. The Palabras para formar oraciones are five different sets, each containing all the words needed to form the sentences for a given mini-book.

ORACIONES CON “ ” PARA ESTUDIAR EN LA CASA

These home study materials are essential to building fluency. The five Oraciones books contain sentences using words from the specific word groups.

The **PARA ESTUDIAR EN LA CASA** materials are additional materials that can be used to supplement the Mi Cuaderno de Lectura booklet. They include daily reading slips and a parent letter explaining the slips and the importance of reading at home. There are five Palabras books and five Oraciones books.

BLENDING CARDS:

SÍLABAS CON “A-E-I-O-U” FLASH CARDS

These syllable cards include all the syllable groups. They are used for reviewing the various syllable groups. They are also used to form words on the pocket chart.

SYLLABLE POCKET CHART CARDS FROM BIG BOOKS

There is a set of color-coded syllable cards for each mini-book. The syllable cards are used for a variety of manipulative activities.

WORD POCKET CHART CARDS FROM BIG BOOKS (PALABRAS PARA FORMAR ORACIONES)

There is a set of color-coded word cards for each mini-book. The word cards are used for a variety of manipulative activities.

PALABRAS CARDS

Large Pocket Chart cards for every word (over 380 words) in the five Palabras books in the K-1 Program! Syllables are alternately color-coded black and red.

BIG BOOKS

Five beautifully illustrated Big Books! The standard Estrellita mini-books (“Papá, Mamá y Ana,” “Fifí y Miqui,” etc.) are available as illustrated Big Books. Use these Big Books to introduce each new story to your students.

SYLLABLE FLIP CHART

This class-size flip chart is a wonderful way to introduce individual syllable groups (i.e. Sílabas con “a”) and to practice mixed syllable groups (i.e. Sílabas con “a-e”) with an entire class or with an individual group of students. The Flip Chart consists of two sets of pages; one set contains the consonants and the other set contains the vowels. This enables teachers to easily flip the consonant sheets to practice a single syllable group or to flip between vowels in order to teach or review the mixed syllable groups.

WRITING COMPONENT

WRITING BLACKLINE MASTERS

These blackline masters provide practice in tracing and copying all the upper and lowercase letters in the Spanish alphabet. For each lowercase letter, there are two blackline masters. One provides tracing practice and the other provides copying practice. Both include a picture from the *Sonidos Iniciales Wall Chart* representing the initial sound and thus providing reinforcement of that sound. Also included are a tracing and copying alphabet sheet for lowercase letters as well as for each pair of upper and lowercase letters.

ASSESSMENT COMPONENTS

INSTRUCTION GUIDE (DIGITAL)

The *Instruction Guide* contains instructions for the administration and scoring of the Assessment.

STUDENT BOOKLET

The Student Booklet is for the student to use during the testing process. The student reads the material as directed by the teacher and the student’s answers are recorded in the *Assessment App*.

ASSESSMENT APP (IOS/ANDROID)

The *Assessment App* can be downloaded onto any iOS or Android device and is used to score the assessment. The App includes both an Individual Student and Class Record that can be printed.

WALL CHARTS

SONIDOS INICIALES WALL CHART

Large colored wall chart (17” x 22”) designed to be used in teaching all the initial sounds in Spanish. Children learn the initial sounds very quickly with this picture-to-sound method.

BLENDING LAS SÍLABAS WALL CHART

This 17x44 wall chart contains all the syllables. Alternating columns of red and black provide a visual separation of the five syllable groups.

BLENDING 5 INDIVIDUAL SÍLABAS WALL CHARTS

Each of these wall charts contains all the syllables for each of the vowels.

MEMBER SITE

Estrellita provides an annual license to our Member Site with the registration code included on the first page of this guide. The Member Site provides additional resources including downloadable content, training videos, additional activities and games. Also included are best practice suggestions from teachers utilizing Estrellita in the classroom.

Continue to refer back to the Member Site for new updates and training materials.

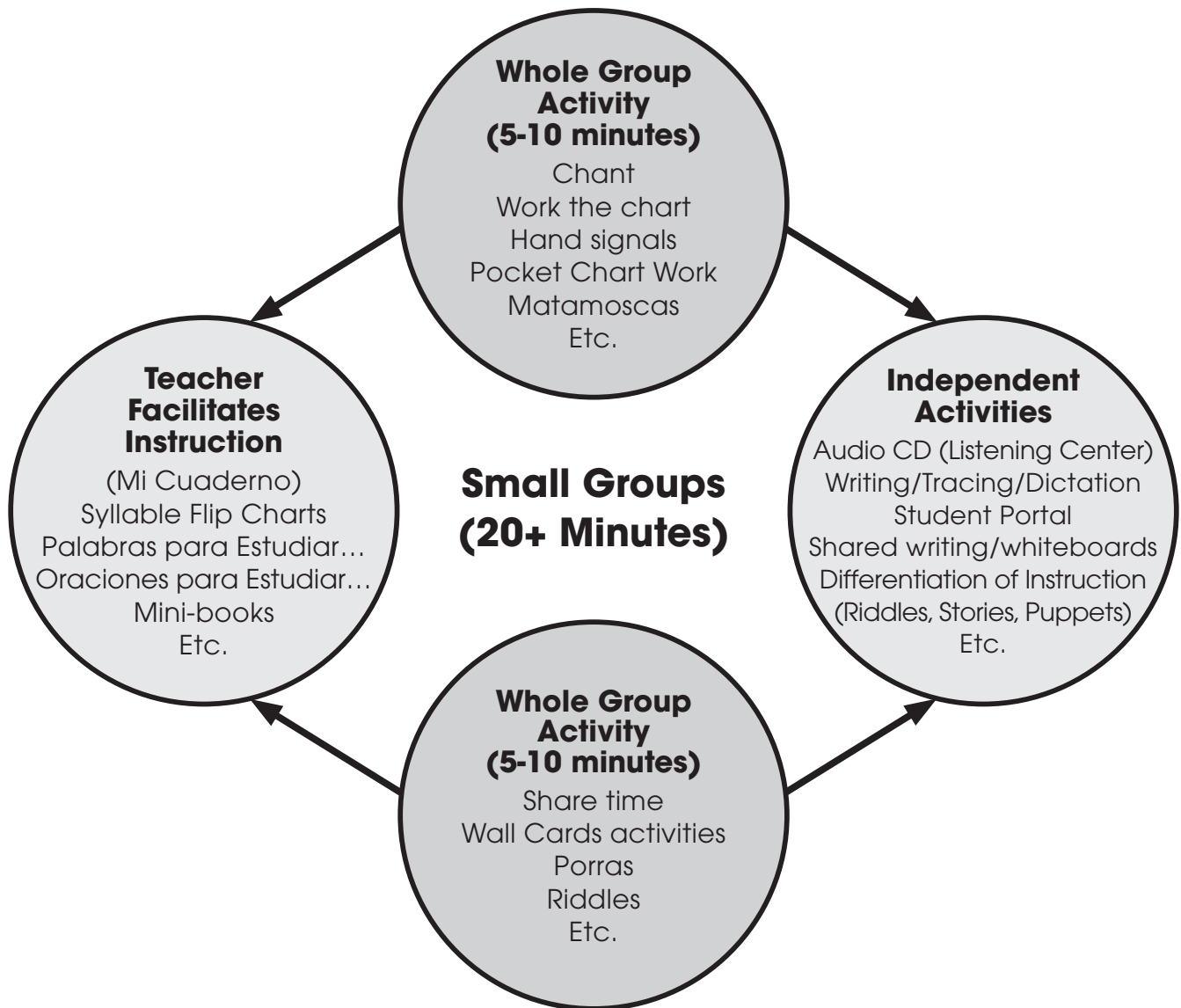


ESTRELLITA KINDERGARTEN SEQUENCE AND TIMELINE

The kindergarten sequence and timeline is intended to provide a pacing guide for your whole group instruction. The daily time allocation presented is also a very important component of the program and ensures that each classroom conducts small group differentiated instruction. These small groups allow for differentiated instruction to meet the needs of the individual students and accommodate those students that are ahead or behind the whole group pacing timeline. As the class progresses throughout the year, the goal is to have approximately 80% of your class on track with the pacing guide with the other 20% in need of additional instruction or intervention.

DAILY TIME ALLOCATION

It is suggested that you spend 30 - 40 minutes of instruction for the Estrellita block. This would be 5 - 10 minutes of whole group instruction, followed by 20+ minutes in small groups concluding with a final 5 - 10 minutes in whole group activities.



WHOLE GROUP ACTIVITIES

The timeline and pacing schedule are based on your whole group instruction. There will be students that are able to move ahead of this schedule and those that require additional time. This differentiation will take place in their small groups. The Teachers Guide will include activities for both whole group and small group but it is important to remain on the timeline to ensure both the exposure and mastery of the program that facilitates the accelerated and sequential nature of Estrellita.

SMALL GROUPS - DIFFERENTIATED INSTRUCTION: INSTRUCTOR LEAD AND INDEPENDENT

Differentiated instruction is matching instruction to meet the different needs of learners in a classroom. Every classroom has a large range of instructional needs. In order to accommodate these instructional needs, you will need to plan for:

- small, flexible groups with differentiated instruction
- ample student practice opportunities in the form of *Estrellita* small groups

HOMEWORK COMPONENT

The Estrellita Curriculum provides several different components that can be used during the Estrellita block time as well as at home. We encourage teachers to utilize these materials to ensure that students remain on pace with the timeline and meet the goal of moving from “non-reader” to “reader” during the course of the year.

SONIDOS COMPONENT

STUDENT PORTAL – the K-1 program includes individual student licenses to the Estrellita Student Portal, which provides lessons on the Sonidos Iniciales. Students can utilize this software in the classroom, during computer labs or at home.

PARENT PACKET IN SPANISH – this book provides six booklets, one for each of the Sonidos segments. Each booklet follows the objectives outlined in the Sonidos Iniciales section of the Estrellita K-1 Teachers Guide, thereby supplementing classroom instruction. Instructions to the parents appear on every page and are easy to follow. Available separately are supplementary parent packets in English (i.e. instructions in English) for English-speaking parents of children in dual language classrooms.

BLENDING COMPONENT

PALABRAS CON “ PARA ESTUDIAR EN LA CASA

Children will need lots of practice reading their book at home and at school in order to build fluency. This will come from working with these words on a daily basis at home and in the classroom. A copy of the parent letter, the Formas de leer and the Palabras booklet should be sent home with each blending segment.

ORACIONES CON “ PARA ESTUDIAR EN LA CASA

Similar to the Palabras booklets, children will need lots of practice reading their book at home and at school in order to build fluency. This will come from working with these sentences on a daily basis at home and in the classroom. A copy of the parent letter, the Formas de leer and the Oraciones booklet should be sent home with each blending segment.

ESTRELLITA KINDERGARTEN TIMELINE

Days	Estrellita Benchmarks for Kindergarten
Introduction: 10 days	Introduction to Estrellita and Placement Test
#1: 70 days	Benchmark #1: Sonidos Iniciales Identify all initial sounds in Segments 1-12
#2: 67 days	Benchmark #2: Blending con "a" and "ae" Master the first two blending components
#3: 33 days	Benchmark #3: Blending con "aei," "aeio," and "aeiou" Master the three remaining blending components

180 TOTAL DAYS
36 WEEKS

ESTRELLITA – SEQUENCE FOR THE K-1 PROGRAM

WEEK	1-2	3-4	5-6
Unit of Study	Introduction to Los sonidos iniciales	Segment #1 Vowels	Segment #2 m, p, s, l
Pacing Guide	10 days	10 days	7 days
Daily Activities	Chanting the Sonidos Iniciales chart Administer the Placement Test	Chanting the Sonidos Iniciales chart Teach the hand signals Segment # 1 Use Picture and Letter Cards, first with picture, then without SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 1 Mi Libro de Sonidos para Colorear	Chanting the Sonidos Iniciales chart Chant the hand signals Segment # 2 Use Picture and Letter Cards, first with picture, then without SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 2 Mi Libro de Sonidos para Colorear
Writing Activities		Spelling Dictation Tracing and Printing Lowercase Creative Writing Mi Cuaderno de los Sonidos Iniciales	Spelling Dictation Tracing and Printing Lowercase Creative Writing Mi Cuaderno de los Sonidos Iniciales
Materials	Sonidos Iniciales Wall Chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..
Optional Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Wall Cards Additional Sonidos Activities	Use the Sonidos Wall Cards Additional Sonidos Activities
Homework		Parent Packet – Segment 1	Parent Packet – Segment 2

WEEK	6-7	7-8	8-9
Unit of Study	Segment #3 Review: first column	Segment #4 t, d, r, c	Segment #5 Review: 1st column and t, d, r, c
Pacing Guide	5 days	7 days	6 days
Daily Activities	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 3</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 3</p> <p>Mi Libro de Sonidos para Colorear</p>	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 4</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 4</p> <p>Mi Libro de Sonidos para Colorear</p> <p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p>	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 5</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 5</p> <p>Mi Libro de Sonidos para Colorear</p> <p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p>
Writing Activities	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>
Materials	<p>Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..</p>	<p>Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno.., Sílabas con a chart</p>	<p>Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno.., Sílabas con a chart</p>
Optional Activities	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>
Homework		Parent Packet – Segment 4	

WEEK	10	10-11	11-12
Unit of Study	Segment #6 n, f, b, j	Segment #7 Review: 2nd column	Segment #8 Review: 1st and 2nd column
Pacing Guide	4 days	4 days	5 days
Daily Activities	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 6</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 6</p> <p>Mi Libro de Sonidos para Colorear</p> <p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p>	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 7</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 7</p> <p>Mi Libro de Sonidos para Colorear</p> <p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p>	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 8</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 8</p> <p>Mi Libro de Sonidos para Colorear</p> <p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p>
Writing Activities	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>
Materials	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart
Optional Activities	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>
Homework	Parent Packet – Segment 6		

WEEK	12-13	14	15-16
Unit of Study	Segment #9 g, ch, ñ, v, ll	Segment #10 Review: 1st, 2nd and 3rd columns	Segment #11 4th column
Pacing Guide	7 days	5 days	6 days
Daily Activities	Chanting the Sonidos Iniciales chart Chant the hand signals Segment # 9 Use Picture and Letter Cards, first with picture, then without SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 9 Mi Libro de Sonidos para Colorear Chanting the Sílabas con “a” Preparatory Blending Activities	Chanting the Sonidos Iniciales chart Chant the hand signals Segment # 10 Use Picture and Letter Cards, first with picture, then without SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 10 Mi Libro de Sonidos para Colorear Chanting the Sílabas con “a” Preparatory Blending Activities	Chanting the Sonidos Iniciales chart Chant the hand signals Segment # 11 Use Picture and Letter Cards, first with picture, then without SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 11 Mi Libro de Sonidos para Colorear Chanting the Sílabas con “a” Preparatory Blending Activities
Writing Activities	Spelling Dictation Tracing and Printing Lowercase Creative Writing Mi Cuaderno de los Sonidos Iniciales	Spelling Dictation Tracing and Printing Lowercase Creative Writing Mi Cuaderno de los Sonidos Iniciales	Spelling Dictation Tracing and Printing Lowercase Creative Writing Mi Cuaderno de los Sonidos Iniciales
Materials	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart
Optional Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities
Homework	Parent Packet – Segment 9		Parent Packet – Segment 11

WEEK	16	17	18-19-20
Unit of Study	Segment #12 Review: All columns	Sílabas con a	Palabras con a
Pacing Guide	4 days	5 days	15 days
Daily Activities	<p>Chanting the Sonidos Iniciales chart</p> <p>Chant the hand signals</p> <p>Segment # 12</p> <p>Use Picture and Letter Cards, first with picture, then without</p> <p>SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 12</p> <p>Mi Libro de Sonidos para Colorear</p> <p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p>	<p>Chanting the Sílabas con “a”</p> <p>Preparatory Blending Activities</p> <p>Sílabas con “a” Pre-Test</p> <p>Guided Practice</p> <p>Segmentation of Syllables into Phonemes</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con “a” cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Pre-test each student</p> <p>Use Palabras con a para Estudiar en la Casa for partner reading, guided reading, group-assisted reading.</p> <p>Use Color-coded Pocket Chart Cards to model blending syllables together to form words</p> <p>Palabras con “a” cards</p> <p>Individual Daily Monitoring</p> <p>Palabras con “a” cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Tracing and Printing Lowercase</p> <p>Creative Writing</p> <p>Mi Cuaderno de los Sonidos Iniciales</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sílabas con a Wall Chart, Sílabas con a Cards, Concrete objects to model blending, Blending Progress Chart and Class Record	Sílabas con a Wall Chart, Palabras con a Cards, K-1 Palabras con “a” cards, Blending Progress Chart and Class Record
Optional Activities	<p>Use the Sonidos Iniciales Wall Cards</p> <p>Additional Sonidos Activities</p>	<p>Supplementary Activities</p> <p>Blending Activities</p>	<p>Supplementary Activities</p> <p>Palabras Books</p>
Homework		Sílabas con a review	<p>Palabras con a para Estudiar en la Casa</p> <p>Reading Slips</p>

Unit of Study	Oraciones con a
Pacing Guide	15 days
Daily Activities	<p>Introduce the sentences and ask comprehension questions</p> <p>Use Oraciones con a para Estudiar en la Casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</p> <p>Use Color-coded Pocket Chart Cards to model using words to form sentences</p> <p>Use Palabras con "a" cards</p> <p>Assessment, Sentence Decoding and Fluency</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Big Book, Mini-book and Related Activities "Papá, Mamá y Ana"</p> <p>Activities for Exposure:</p> <p>Introduce the Big Book, teach book awareness concepts, ask comprehension questions</p> <p>Use sentences to teach capitalization and punctuation skills, work with sentences</p> <p>Introduce/Review words, generate sentences using the words, read them, play "turnover"</p> <p>Review all syllables from the big book</p> <p>Hands-on activities for Mastery:</p> <p>Use Words to Study at home, to build fluency and word recognition</p> <p>Copy "Palabras para formar oraciones" and have students build their own sentences from the book</p> <p>Manipulating the words activity</p> <p>Give students their own "Mini-book" to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Blending con a Blackline Masters, Palabras con a Cards, Blending Progress Chart and Class Record, Big Book "Papá, mamá y Ana", Palabras Cards
Optional Activities	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>
Homework	<p>Oraciones con a para Estudiar en la Casa</p> <p>Reading Slips</p> <p>Mini-books</p>

WEEK	24	24-25	25-26-27
Unit of Study	Sílabas con e	Sílabas con a-e	Palabras con a-e
Pacing Guide	2 days	5 days	12 days
Daily Activities	<p>Chanting the Sílabas con "e"</p> <p>Sílabas con "e" Pre-Test</p> <p>Guided Practice</p> <p>Segmentation of Syllables into Phonemes</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "e" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Chanting the Sílabas con "a"</p> <p>Chanting the Sílabas con "e"</p> <p>Introducing the contrasting process (a versus e)</p> <p>Guided Practice</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "a-e" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Introduce blending words with a-e</p> <p>Pre-test each student</p> <p>Use "Palabras con a-e para Estudiar en la Casa" for partner reading, guided reading, group-assisted reading.</p> <p>Use Color-coded Pocket Chart Cards to model blending syllables together to form words</p> <p>Use Palabras con "a-e" cards</p> <p>Individual Daily Monitoring</p> <p>Using Palabras con "a-e" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Sílabas con e Wall Chart, Sílabas con e Cards, Concrete objects to model blending, Blending Progress Chart and Class Record	Sílabas con e Wall Chart, Sílabas Revueltas con a-e, Sílabas con a-e Cards, Concrete objects to model blending, Blending Progress Chart and Class Record	Sílabas con e Wall Chart, Sílabas Revueltas con a-e, K-1 Palabras con "a-e" cards, Blending Progress Chart and Class Record
Optional Activities	Supplementary Activities Blending Activities	Supplementary Activities Blending Activities	Supplementary Activities Palabras Books
Homework	Sílabas con e review	Sílabas Revueltas a-e, student chart	Palabras con a-e para Estudiar en la Casa Reading Slips

WEEK**27-28-29-30**

Unit of Study	Oraciones con a-e
Pacing Guide	13 days
Daily Activities	<p>Introduce the sentences and ask comprehension questions</p> <p>Use Oraciones con a-e para Estudiar en la Casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</p> <p>Use Color-coded Pocket Chart Cards to model using words to form sentences</p> <p>Use Palabras con "a-e" cards for fluency and vocabulary.</p> <p>Assessment, Sentence Decoding and Fluency</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Big Book, Mini-book and Related Activities "Papá, Mamá, Ana, Pepe y Adela"</p> <p>Activities for Exposure:</p> <p>Introduce the Big Book, teach book awareness concepts, ask comprehension questions</p> <p>Use sentences to teach capitalization and punctuation skills, work with sentences</p> <p>Introduce/Review words, generate sentences using the words, read them, play "turnover"</p> <p>Review all syllables from the big book</p> <p>Hands-on activities for Mastery:</p> <p>Use Words to Study at home to build fluency and word recognition</p> <p>Copy "Palabras para formar oraciones" and have students build their own sentences from the book</p> <p>Manipulating the words activity</p> <p>Give students their own "Mini-book" to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	<p>Blending con a-e Blackline Masters, Palabras con a-e Cards, Blending Progress Chart and Class Record, Big Book "Papá, mamá, Ana, Pepe y Adela", Whole to Part Vocabulary Cards</p>
Optional Activities	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>
Homework	<p>Oraciones con a-e para Estudiar en la Casa</p> <p>Reading Slips</p> <p>Mini-books</p>

WEEK	30	30	31
Unit of Study	Sílabas con i	Sílabas con a-e-i	Palabras con a-e-i
Pacing Guide	1 day	2 days	5 days
Daily Activities	<p>Chanting the Sílabas con "i"</p> <p>Sílabas con "i" Pre-Test</p> <p>Guided Practice</p> <p>Segmentation of Syllables into Phonemes</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "i" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Chanting the Sílabas con "i"</p> <p>Chanting the Sílabas Revueltas con "a-e-i"</p> <p>Contrasting "a-e-i" syllables</p> <p>Guided Practice</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "a-e-i" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Introduce blending words with a-e-i</p> <p>Pre-test each student</p> <p>Use "Palabras con a-e-i para Estudiar en la Casa" for partner reading, guided reading, group-assisted reading</p> <p>Use Color-coded Pocket Chart Cards to model blending syllables together to form words</p> <p>Use Palabras con "a-e-i" cards</p> <p>Individual Daily Monitoring</p> <p>Using Palabras con "a-e-i" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Sílabas con i Wall Chart, Sílabas con i Cards, Blending Progress Chart and Class Record	Sílabas con i Wall Chart, Sílabas Revueltas con a-e-i, Sílabas con a-e-i Cards, Blending Progress Chart and Class Record	Sílabas con i Wall Chart, Sílabas Revueltas con a-e-i, K-1 Palabras con "a-e-i" cards, Blending Progress Chart and Class Record
Optional Activities	<p>Supplementary Activities</p> <p>Blending Activities</p>	<p>Supplementary Activities</p> <p>Blending Activities</p>	<p>Supplementary Activities</p> <p>Palabras Books</p>
Homework	Sílabas con i review	Sílabas Revueltas a-e-i, student chart	<p>Palabras con a-e-i para Estudiar en la Casa</p> <p>Reading Slips</p>

Unit of Study	Oraciones con a-e-i
Pacing Guide	5 days
Daily Activities	<p>Introduce the sentences and ask comprehension questions</p> <p>Use Oraciones con a-e-i para Estudiar en la Casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</p> <p>Use Color-coded Pocket Chart Cards to model using words to form sentences</p> <p>Use Palabras con "a-e-i" cards for fluency and vocabulary.</p> <p>Assessment, Sentence Decoding and Fluency</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Big Book, Mini-book and Related Activities "Fifí y Miqui"</p> <p>Activities for Exposure:</p> <p>Introduce the Big Book, teach book awareness concepts, ask comprehension questions</p> <p>Use sentences to teach capitalization and punctuation skills, work with sentences</p> <p>Introduce/Review words, generate sentences using the words, read them, play "turnover"</p> <p>Review all syllables from the big book</p> <p>Hands-on activities for Mastery:</p> <p>Use Words to Study at home to build fluency and word recognition</p> <p>Copy "Palabras para formar oraciones" and have students build their own sentences from the book</p> <p>Manipulating the words activity</p> <p>Give students their own "Mini-book" to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Blending con a-e-i Blackline Masters, Palabras con a-e-i Cards, Blending Progress Chart and Class Record, Big Book "Fifí y Miqui", Whole to Part Vocabulary Cards
Optional Activities	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>
Homework	<p>Oraciones con a-e-i para Estudiar en la Casa</p> <p>Reading Slips</p> <p>Mini-books</p>

WEEK	33	33	33-34
Unit of Study	Sílabas con o	Sílabas con a-e-i-o	Palabras con a-e-i-o
Pacing Guide	1 day	1 day	5 days
Daily Activities	<p>Chanting the Sílabas con "o"</p> <p>Sílabas con "o" Pre-Test</p> <p>Guided Practice</p> <p>Segmentation of Syllables into Phonemes</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "o" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Chanting the Sílabas con "o"</p> <p>Chanting the Sílabas Revueltas con "a-e-i-o" (Student version, blackline masters)</p> <p>Contrasting "a-e-i-o" syllables</p> <p>Guided Practice</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "a-e-i-o" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Introduce blending words with a-e-i-o</p> <p>Pre-test each student</p> <p>Use "Palabras con a-e-i-o para Estudiar en la Casa" for partner reading, guided reading, group-assisted reading</p> <p>Use Color-coded Pocket Chart Cards to model blending syllables together to form words</p> <p>Use Palabras con "a-e-i-o" cards</p> <p>Individual Daily Monitoring</p> <p>Using Palabras con "a-e-i-o" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Sílabas con o Wall Chart, Sílabas con o Cards, Blending Progress Chart and Class Record	Sílabas con "o" Wall Chart, Sílabas Revueltas con a-e-i-o, Sílabas con a-e-i-o Cards, Blending Progress Chart and Class Record	Sílabas con o Wall Chart, Sílabas Revueltas con a-e-i-o, K-1 Palabras con "a-e-i-o" cards, Blending Progress Chart and Class Record
Optional Activities	<p>Supplementary Activities</p> <p>Blending Activities</p>	<p>Supplementary Activities</p> <p>Blending Activities</p>	<p>Supplementary Activities</p> <p>Palabras Books</p>
Homework	Sílabas con o review	Sílabas Revueltas a-e-i-o, student chart	<p>Palabras con a-e-i-o para Estudiar en la Casa</p> <p>Reading Slips</p>

Unit of Study	Oraciones con a-e-i-o
Pacing Guide	5 days
Daily Activities	<p>Introduce the sentences and ask comprehension questions</p> <p>Use Oraciones con a-e-i-o para Estudiar en la Casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</p> <p>Use Color-coded Pocket Chart Cards to model using words to form sentences</p> <p>Use Palabras con "a-e-i-o" cards for fluency and vocabulary.</p> <p>Assessment, Sentence Decoding and Fluency</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Big Book, Mini-book and Related Activities "Toñita"</p> <p>Activities for Exposure:</p> <p>Introduce the Big Book, teach book awareness concepts, ask comprehension questions</p> <p>Use sentences to teach capitalization and punctuation skills, work with sentences</p> <p>Introduce/Review words, generate sentences using the words, read them, play "turnover"</p> <p>Review all syllables from the big book</p> <p>Hands-on activities for Mastery:</p> <p>Use Words to Study at home to build fluency and word recognition</p> <p>Copy "Palabras para formar oraciones" and have students build their own sentences from the book</p> <p>Manipulating the words activity</p> <p>Give students their own "Mini-book" to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Blending con a-e-i-o Blackline Masters, Palabras con a-e-i-o Cards, Blending Progress Chart and Class Record, Big Book "Toñita", Whole to Part Vocabulary Cards
Optional Activities	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>
Homework	<p>Oraciones con a-e-i-o para Estudiar en la Casa</p> <p>Reading Slips</p> <p>Mini-books</p>

WEEK	35	35	35
Unit of Study	Sílabas con u	Sílabas con a-e-i-o-u	Palabras con a-e-i-o-u
Pacing Guide	1 day	1 day	3 days
Daily Activities	<p>Chanting the Sílabas con "u"</p> <p>Sílabas con "u" Pre-Test</p> <p>Guided Practice</p> <p>Segmentation of Syllables into Phonemes</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "u" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Chanting the Sílabas con "u"</p> <p>Chanting the Sílabas Revueltas con "a-e-i-o-u"</p> <p>Contrasting "a-e-i-o-u" syllables</p> <p>Guided Practice</p> <p>Individual Daily Monitoring</p> <p>Using Sílabas con "a-e-i-o-u" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Introduce blending words with a-e-i-o-u</p> <p>Pre-test each student</p> <p>Use "Palabras con a-e-i-o-u para Estudiar en la Casa" for partner reading, guided reading, group-assisted reading</p> <p>Use Color-coded Pocket Chart Cards to model blending syllables together to form words</p> <p>Use Palabras con "a-e-i-o-u" cards</p> <p>Individual Daily Monitoring</p> <p>Using Palabras con "a-e-i-o-u" cards</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	Sílabas con u Wall Chart, Sílabas con u Cards, Blending Progress Chart and Class Record	Sílabas con "u" Wall Chart, Sílabas Revueltas con a-e-i-o-u, Sílabas con a-e-i-o-u Cards, Blending Progress Chart and Class Record	Sílabas con u Wall Chart, Sílabas Revueltas con a-e-i-o-u, K-1 Palabras con "a-e-i-o-u" cards, Blending Progress Chart and Class Record
Optional Activities	Supplementary Activities Blending Activities	Supplementary Activities Blending Activities	Supplementary Activities Palabras Books
Homework	Sílabas con u review	Sílabas Revueltas a-e-i-o-u, student chart	Palabras con a-e-i-o-u para Estudiar en la Casa Reading Slips

Unit of Study	Oraciones con a-e-i-o-u
Pacing Guide	3 days
Daily Activities	<p>Introduce the sentences and ask comprehension questions</p> <p>Use Oraciones con a-e-i-o-u para Estudiar en la Casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</p> <p>Use Color-coded Pocket Chart Cards to model using words to form sentences</p> <p>Use Palabras con "a-e-i-o-u" cards for fluency and vocabulary.</p> <p>Assessment, Sentence Decoding and Fluency</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Big Book, Mini-book and Related Activities "Hugo y la Urraca"</p> <p>Activities for Exposure:</p> <p>Introduce the Big Book, teach book awareness concepts, ask comprehension questions</p> <p>Use sentences to teach capitalization and punctuation skills, work with sentences</p> <p>Introduce/Review words, generate sentences using the words, read them, play "turnover"</p> <p>Review all syllables from the big book</p> <p>Hands-on activities for Mastery:</p> <p>Use Words to Study at home to build fluency and word recognition</p> <p>Copy "Palabras para formar oraciones" and have students build their own sentences from the book</p> <p>Manipulating the words activity</p> <p>Give students their own "Mini-book" to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Writing Activities	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p> <p>Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos</p>
Materials	<p>Blending con a-e-i-o-u Blackline Masters, Palabras con a-e-i-o-u Cards, Blending Progress Chart and Class Record, Big Book "Hugo y la Urraca", Whole to Part Vocabulary Cards</p>
Optional Activities	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>
Homework	<p>Oraciones con a-e-i-o-u para Estudiar en la Casa</p> <p>Reading Slips</p> <p>Mini-books</p>

Sonidos Iniciales



SONIDOS INICIALES INTRODUCTION

In the Sonidos component, students quickly learn all the initial sounds through a picture-to-sound chanting method. The sounds of the letters are introduced through a picture with which the child is already familiar. The *Sonidos Iniciales Wall Chart* contains all the initial sounds, including the hard and soft “c” and “g.” Each sound is represented by a picture. The pictures and sounds are chanted. There is also a hand signal for each picture and sound. The hand signals provide the kinesthetic piece and help children remember the pictures and sounds. This multisensory teaching method enables students to learn the initial sounds very, very quickly.

Only the **SOUNDS** of the letters are taught at this time, not the letter names. A child does not need to know the names of letters to be able to decode. Nor does he need to know how to recite the alphabet. The purpose of this method is to give the student the decoding skills he/she needs as quickly as possible in order to learn to read.

Additionally, it is important to note that the Sonidos Component incorporates both exposure and mastery. The exposure takes place during the chanting of the entire chart and the mastery when the instruction is focused on just one segment.

The *Sonidos Iniciales Wall Chart* is divided into segments, each containing a group of letters. A group of letters is always taught together, thus speeding up the learning process. After each group of new letter sounds is taught, there is always a review of previous sounds.

Phonics skills should be tied into meaningful language experiences. For example, when teaching the Sonidos Iniciales, encourage the children to make connections in other contexts such as childrens’ names, signs, classroom objects, etc. Have them extend the Sonidos chant to these other objects and childrens’ names (Arturo, Arturo, a, a, a). This extension of the chant also helps to develop phonemic awareness as children begin to listen for and hear the beginning sound in words. When reading big books or poems written on a chart to the children, have them locate words that begin with a certain sound. Have chart papers up around the classroom, each with a letter written at the top. As children discover words that begin with a particular letter, they can add these words to the appropriate chart paper. These words can later be chorally read by a group of children or by individuals.

All of the above suggestions can be used with syllables as well.

During the Sonidos Component, *Preparatory Blending Activities* are introduced and are designed to provide exposure to the blending process while children are still learning the initial sounds. You will find reference to these activities beginning with Segment #4: t-d-r-c. They should be done daily with all of your beginning Spanish readers. You will find that if you spend only a few minutes each day on these preparatory activities, your children will progress at a much faster rate when you formally teach the blending process.

CHANTING THE SONIDOS

For this program to be successful, the *Sonidos Iniciales Wall Chart* must be chanted several times a day, using the hand signals. If you do this consistently, you will find that students will learn all the sounds very quickly. This activity should be done with all beginning Spanish readers, regardless of where they are in their acquisition of the initial sounds. Point first to the picture on the *Sonidos Iniciales Wall Chart* as it is being chanted and then to the sound while it is being chanted. (The “h” is chanted in the following manner: “hoja, hoja”; then touch finger to lips three times to indicate that this sound is silent.)

When you chant, you should point out the following to the children or ask them questions designed to give you this information.

Hard and soft “c” and “g”

The “c” of “conejo” is pronounced “hard” (“c fuerte”) and the “c” of “cepillo” is pronounced “soft” (“c suave”)

The “g” of “gato” is pronounced “soft” (“g suave”) and the “g” of “gemelos” is pronounced “hard” (“g fuerte”)

“s”, “c suave”, “z”

“s”, “c” (cepillo) and “z” all have the same sound

NOTE: the “x” actually has three sounds. For simplicity’s sake, the sound we’re using in this program is the “s” sound. Due to the fact that “s”, “c suave” and “z” are much more common than “x”, this letter is not included with the “s”, “c suave” and “z” sounds.

“c fuerte” and “qu”

The “c” of “conejo” and “qu” have the same sound

“q” is always followed by “u”

NOTE: “k” also has the same sound as “c fuerte” and “qu”. Due to the fact that words beginning with “k” are foreign words, the “k” is not included with these two letters.

“b” and “v”

Depending on the regional background of the student, these letters may have the same sound

“g fuerte” and “j”

the “g” of “gemelos” and “j” have the same sound

“ll” and “y”

“ll” and “y” have the same sound

HAND SIGNALS FOR THE SONIDOS INICIALES CHANT

There are hand signals associated with each picture and letter on the *Sonidos Iniciales Wall Chart*. Because these hand signals utilize the kinesthetic modality, they add another dimension to the sonidos chant. The chant establishes a connection between the **KNOWN INFORMATION** which is the picture, to the **UNKNOWN INFORMATION** which is letter depicting the initial sound of that picture. The hand signals further solidify this connection through their physical actions related to the pictures. Following is a detailed description of how to do each one of these hand signals.

SONIDOS HAND SIGNALS

- oso: Form the letter "o" with the fingers of one hand. Wave the "o" back and forth.
- avión: With palms down, join thumbs together, spreading remaining fingers outward in a bird-like fashion. Move the hands in a flying motion.
- imán: With one hand, shape the thumb and forefinger into a U-shape. Use this U-shape to touch the other palm like a magnet.
- uvas: Open one palm, and with the other hand act as though you are picking grapes from that palm.
- estrella: Open and shut one hand repeatedly, simultaneously raising it upward.
- mano: Face one palm away from body and move in a circular manner.
- pez: Touch both palms together as though they are glued. Thumbs should be on top. Move hands back and forth like a swimming fish.
- sombrero: Place both hands on top of head and tap repeatedly.
- luna: Place both thumbs together and both forefingers together to form a circle. Hold circle above head.
- tortuga: Place one palm up. Make a fist with your other hand. Place it on top of the other palm and move it slowly forward like a turtle walking.
- dedo: Point index finger like a number 1.
- ratón: Open one palm, and with the other hand, stand the fingers on the open palm and wiggle them.
- conejo: Using one hand, make "rabbit ears" by holding up the index and middle finger in a V shape. Bend the fingers up and down.
- cepillo: Use your hand as a brush stroking your hair.
- nido: Cup hands together like a nest.
- foco: Put both hands facing outward near chest and open and shut them in a flashing motion.
- bandera: Raise one hand and motion as if you are waving a flag.
- jirafa: Place both palms together and move them apart vertically. One hand moves up and the other down.
- gato: Make one hand into a fist. Use the other hand to stroke the fist as if petting a cat.
- gemelos: Place both palms in front of chest facing but not touching each other, as though they are twins looking at each other.
- chile: Wave one hand in front of your mouth as though you have eaten a hot pepper.
- ñandú: Raise one arm up and swoop wrist down to simulate a ñandú's long neck and head.

	The swooping motion also resembles the “tilde” or “virgulilla” that is over the ñ.
vaca:	Make horns by pointing each index finger on either side of head.
llave:	Act as though you are twisting a key repeatedly to unlock a door.
queso:	Put hand in front of mouth as though you are about to eat a piece of cheese.
zapato:	Point to and touch your shoe repeatedly.
hoja:	Place hand, palm flat, in the air and let it flow down like a falling leaf.
yoyo:	Act as though you are using a yo-yo, moving your hand up and down.
xilófono:	Use both hands and act as though you are playing a xylophone.
koala:	Use both hands and mimic a koala climbing a tree branch as depicted on the Sonidos chart.
Washington:	Use one hand and salute like a soldier.

SONIDOS INICIALES - SMALL GROUP DIFFERENTIATED INSTRUCTION

The use of small group differentiated instruction offers the teacher two distinct advantages: the opportunity to group children homogeneously and the opportunity for children to independently practice the skills they have been taught during whole group instruction. Recognizing the differences in the developmental levels of children at this age, small group time affords teachers the opportunity to individualize the reading curriculum. By grouping the children homogeneously, the teacher is able to work with small groups of students who are at the same or a similar level. Within that small-group framework, s/he is able to individually assess each child and to provide additional instruction as needed to the small group or to individual students.

Differentiated instruction also provides the ability to incorporate multisensory activities. By incorporating visual, auditory, kinesthetic and tactile elements all different learning styles are addressed.

As soon as the initial placement test has been given you should place students in small groups based on the results of the placement test. Small, homogeneous groups allow for differentiated reading instruction. These groupings need to be flexible and constantly changing; children should be regrouped frequently based on their progress in Estrellita. Using flexible groupings and targeting specific skills will allow you to meet the individualized needs of your students.

SMALL GROUP: SETUP AND ORGANIZATION

ESTRELLITA ASSESSMENT AND PLACEMENT TEST.

The first step in creating small groups is to conduct the Estrellita Placement Test & Benchmark Assessment to determine placement in the program. Within the first two weeks of school, you will administer the assessment as a placement test to determine where to place students in the Estrellita K-1 program. Students will be placed in small groups for differentiated instruction based on the results from the test. The assessment also serves as the first benchmark.

Each classroom may have up to four or five different small groups. During the Small Group Differentiated instruction time there should be an Instructor Lead Small Group and Independent Small Groups. The Instructor Lead Small Group allows teachers to meet with each group once a week and to provide additional instruction as needed, either to the small group or to individual students within the group.

GROUPING STUDENTS

SONIDOS INICIALES GROUPS

Try to group your students according to what segment they are currently working on. For example, you may have seven students who are on segments 4, 5 and 6. They can then be placed together in a small group.

BLENDING GROUPS

Try to group your students according to which Blending component they are currently receiving instruction in. For example, if a student is currently receiving instruction in the Sílabas con a-e, then you could place him with a group of students who are also receiving instruction in the Blending con a-e component.

Small group activities will be introduced and taught during whole group instruction. You should model an activity and then have students practice it. As a general rule of thumb, teach a new small group activity for two days before adding it to the Independent Small Groups. Some activities may need to be taught over a longer period of time

PREPARATIONS:

1. For K-1 teachers, you will group students based on the Entry and Placement Assessment results (see Assessment Component in your kit).
2. Write student names on popsicle sticks, this way, you can reassign groups easily. You want to have flexible groups for this purpose. You can also write their names on cardstock paper strips and laminate each strip so that it can be reused.
3. Make pocket cards for each of your centers. Label them and paste them in a poster or in a bulletin board (where you will have your centers displayed).
4. To assign students to specific small groups, just insert either the popsicle sticks or the cardstock strips into the pocket for that small group.



WRITING

INTRODUCTION

The spelling/dictation, printing practice and creative writing activities in this guide support the decoding process of the *Estrellita* program by providing practice in writing the sounds (letters), syllables, words and sentences that children are learning. This is accomplished through four areas:

1. Upper and lower-case letter formation
2. Dictation/spelling (letters, syllables, words, short sentences)
3. Recognition and naming of all uppercase and lowercase letters of the alphabet
4. Creative writing

The *Estrellita Writing Guide Blackline Masters* consist of copying and printing masters for the various letters of the Spanish alphabet. Also, the *Abecedario* (for learning letter names) is included. Recently, the double letters (ch, ll) have been dropped from the Spanish alphabet. However, some teachers still prefer to teach the “old” alphabet. Therefore, two copies of the *Abecedario* are included with these blackline masters. One of them contains the complete alphabet, including double letters, and the other one reflects the new changes by not including the double letters.

The dictations in this guide provide important practice in the area of phonemic awareness by having children listen for the sounds in letters, syllables, words and sentences. They also provide practice in the segmentation of syllables into phonemes.

You will find that the dictations do not include any letters, syllables or words with “k”, “w” or “x”. The “k” and “w” are present only in foreign words and therefore, have been omitted in the dictation portion of this guide. The “x” is somewhat problematic because it actually has three different pronunciations depending on the word and its location. On the *Sonidos Iniciales Wall Chart*, the “x” is presented as an initial sound. However, there are very few words that actually begin with “x”. For these reasons, the “x” has also been eliminated from the dictations.

According to the current official Spanish Language Arts curriculum used in Mexico, the letter “g” has two sounds: “soft” (suave) before a-o-u, as in “gato”, and “hard” (fuerte) before e-i, as in “gemelos”. This concept is being used by Mexico’s public schools textbook adoption.

Some of the *Sonidos* and *Sílabas* dictations are “word” dictations; that is, the teacher dictates a word and students write the beginning letter or syllable. If there is more than one spelling for that syllable, **STUDENTS SHOULD WRITE ALL POSSIBLE SPELLINGS**. For example, if you say “jefe”, your students should write both “je” and “ge”. You may feel somewhat concerned that you are encouraging “improper” spelling by having your students write letters representing words that don’t actually begin with these sounds. The idea is not to encourage improper spelling, but to extend students’ listening and discrimination skills, as well as putting the sounds and syllables into a meaningful context by dictating real words.

GUIDELINES

The following guidelines are recommended in implementing your writing program:

DO NOT FORMALLY TEACH LETTER NAMES UNTIL STUDENTS HAVE FINISHED THE BLENDING CON “A-E” SECTION IN THE ESTRELLITA TEACHERS GUIDE.

This activity, recognizing and naming all uppercase and lowercase letters of the alphabet, can be found in this guide. The Estrellita program does not advocate teaching the letter names of the alphabet until children are able to decode simple words. In the beginning, Estrellita teaches the sounds of the letters only. Although many children can learn the sounds and names of the letters simultaneously, this can be confusing and cause problems for the at-risk student. This is a skill that is not needed for simple decoding and can actually interfere with the decoding process since the names of the letters, with the exception of the vowels, do not represent the pure sounds of the letters. It is for this reason that we advocate waiting until the student has finished at least the Blending con “a-e” section in the Estrellita Teachers Guide before learning the letter names. Ideally, one would wait until students have finished the Estrellita program. However, this is not always feasible as many districts require that kindergarten students learn the names of the letters. But if you wait until students have at least finished the Blending con “a-e” section, there should be less confusion.

MATCH YOUR DICTATION OBJECTIVES TO THE DECODING OBJECTIVES.

Because of the accelerated nature of the Estrellita decoding program, you will find that your students master the decoding process faster than they master the dictation process. Therefore, you may find that you are skipping over segments in order to keep pace with the decoding skills. In other words, while children are studying the Sonidos, you would provide dictation of the Sonidos. However, when children progress to the Sílabas con “a”, you would provide dictation of those syllables, regardless of whether children have actually finished all the dictation exercises with the Sonidos. It is not necessary to complete every dictation exercise. You will find that children progress more rapidly through the decoding process than they do with dictation. This is not always the case with other beginning reading programs. In other beginning reading programs, the process of learning sounds, syllables and blending is often painstakingly slow. This is not the case with Estrellita, which is an accelerated program.

ALWAYS ALLOW CHILDREN TO HAVE A COPY OF THE SONIDOS INICIALES STUDENT CHART AT THEIR SIDE WHILE THEY ARE DOING DICTATION OR ANY OTHER KIND OF WRITING.

The purpose of dictation is not to develop memorization skills but to develop phonemic awareness by providing practice in writing dictated phonemes (speech sounds). If students can correctly locate the dictated sound(s) on their charts, they are demonstrating an ability to relate the phoneme (sound) to its written symbol. If students are not allowed to refer to their charts during dictation, you will find that they will progress more slowly. By allowing them to refer to their charts during dictation, eventually, they will not need this support. They'll make faster progress and write words, sentences and stories sooner.

LEARNING LETTER NAMES & PRINTING UPPERCASE LETTERS

Do not teach letter names until children have either finished the *Estrellita* program or have at least finished the *Blending con "a-e"* section. Please refer to the *Guidelines* at the beginning of this guide for further clarification.

THE ALPHABET CHANT: EXTENDING THE SONIDOS CHANT TO INTRODUCE LETTER NAMES

Introduce students to the names of the letters through the *Sonidos Iniciales Wall Chart* and the sonidos chant. Explain to children that they have learned the sounds of all the letters but that now they need to learn the names of those letters. You will extend the sonidos chant to include the names of the letters. Example: *oso, oso, o, o, o, y la letra es o*. Each day, have children chant the chart with the names, as indicated above.

Assessment: Have each student chant the alphabet chant. When students are able to do this, continue with the next section below.

PRACTICING THE NAMES OF THE LETTERS

Explain to children that they are going to read just the names of the letters on the *Sonidos Iniciales Wall Chart*. Have the group read the names of the letters on the *Sonidos Iniciales Wall Chart*.

Assessment: Have each student read the names of the letters on the *Sonidos Iniciales Wall Chart*. When students are able to do this, continue with the next section below.

CHANTING WITH THE SONIDOS INICIALES WALL CARDS AND IDENTIFICATION OF "MAYÚSCULA" AND "MINÚSCULA"

Using the *Sonidos Iniciales Wall Cards*, review the alphabet chant as follows. While pointing to the lowercase letters, have children chant the "alphabet chant" (*oso, oso, o, o, o, y la letra es "o"*) from each of the *Sonidos Iniciales Wall Cards*.

Explain to children that each letter is either "big" or "little". The big letter is called "la letra mayúscula" and the little letter is called "la letra minúscula".

Go through each of the cards again and have students as a group identify the mayúscula and the minúscula as you point to it. Require students to use the terms "mayúscula" and "minúscula" rather than "grande" and "chiquita". Require children to use both the name and the qualifier (i.e. "m mayúscula", "e minúscula", etc.).

Assessment: Have each student read the names of the letters from the *Sonidos Iniciales Wall Cards*. Be sure to have them identify both the upper and lowercase letters. When students are able to do this, continue with the next section below.

INDIVIDUAL TRACING AND COPYING PRACTICE FOR EACH LETTER

Note: Use the *Writing Guide Blackline Masters* that contain both an upper and lowercase letter on the same sheet. You may wish to cover a letter a day. Also, distribute a copy of the *Abecedario* sheet to each student.

GUIDELINES

At the beginning of each lesson, review the names of all letters by having the group read the upper and lowercase letters from their *Abecedario* sheet. Children should point to each letter as they read it (i.e. point to “A” while reading “A mayúscula”; point to “a” while reading “a minúscula”).

Starting with the first letter on the *Abecedario* sheet (Aa), demonstrate on the board how the uppercase letter is written. Also review the formation of the lowercase equivalent. (Each day you will do a different letter. Follow the order on the *Abecedario* sheet.)

Distribute the tracing and printing blackline masters for the particular letter you are working with and have children practice tracing and printing the upper and lowercase equivalents.

While children are tracing and printing the letter, go around to each child and have him read to you all the letters from his *Abecedario* sheet.

For homework, have children take home their *Abecedario* sheets to practice reading them at home. Encourage them to *memorize* the letters in order. This will lay the foundation for teaching alphabetical order.

ALLOW TIME FOR CREATIVE WRITING REGARDLESS OF CHILDREN’S ABILITIES IN THIS AREA.

Each student should write everyday. In the beginning, children’s stories may just consist of a picture. As they learn some of the sounds, encourage them to write whatever they are able, even if it is just a letter or two representing words. As children progress through the Estrellita program, you will find that their writing skills will also increase.

Initially, do not worry about spelling or grammatical errors. You want children to perceive writing as an exciting experience and as a way to express themselves. As children become proficient writers, there will be ample opportunity to work on correct spelling. However, if you are making use of a lesson to teach a certain skill (such as ending sentences with a period), the children should be held accountable for that skill as part of your lesson.


Please see the Teacher Portal for Creative Writing Activities under the tab “Activities/Best Practices”

ALLOW TIME EACH DAY FOR STORY SHARING.

Story sharing should be an integral part of your writing program. Children should be given an opportunity to share their creative writings with the whole class.

TRACING AND PRINTING LOWER CASE LETTER

Although the decoding portion of the Estrellita program deals only with lowercase letters, the Estrellita Writing Guide Blackline Masters contain student practice sheets for both upper and lowercase letters. Children need to learn to write both upper and lowercase letters. It is suggested that you teach the writing of all the lowercase letters before you teach the uppercase letters. This will complement your teaching of the Sonidos Iniciales. Additionally, you will not be introducing a new variant (uppercase letters) until students have thoroughly practiced and gained proficiency in writing all the lowercase letters. Handwriting practice for the uppercase letters is covered in the section entitled Learning Letter



Names and Printing Uppercase Letters. However, if your students exhibit adequate proficiency in writing the lowercase letters, you may wish to introduce the writing of the uppercase letters before you actually teach the letter names. Although the names of the letters are not formally taught until students have finished the Estrellita program (or at least have finished the Blending con “a-e” section), this writing practice provides an opportunity to expose children to the names of the letters. As you are teaching the writing of letters, you should refer to them by name not sound. Thus, many children will learn some of the letter names from this exposure. Of course, you will formally teach letter names after your children have finished the Estrellita program (see the following section entitled Learning Letter Names and Printing Uppercase Letters).

For each lowercase letter, there are two blackline masters. One provides tracing practice and the other provides copying practice. There are also two blackline masters for the uppercase letters, which appear together with their lowercase equivalent. Each lowercase blackline master also contains the corresponding picture from the *Sonidos Iniciales Wall Chart*.

It is suggested that you teach the letters in the order that they appear on the *Sonidos Iniciales Wall Chart*. This will serve to reinforce the Sonidos Iniciales lessons in the Estrellita Teachers Guide.

Also, it should be pointed out that although this section appears first in this guide, it is not meant to take precedent over the Dictation section. Handwriting practice, dictation/spelling and creative writing should occur daily.



UNIT OF STUDY: Introduction to Los Sonidos Iniciales

Week 1 & 2 / Pacing Guide = 10 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Wall Chart Chant

Materials: *Sonidos Iniciales Wall Chart*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION ACTIVITIES

1. Administer the Placement Test

Materials: *Assessment Component – Instruction Guide, Student Booklet, Assessment App*

HOMEWORK

No homework assigned for Weeks 1 & 2

Materials: *Parent Packet in Spanish*

**ALL OF THE ACTIVITIES ARE EXPLAINED IN DETAIL STARTING ON PAGE 114
IN THE ACTIVITIES SECTION OF THE TEACHERS GUIDE. PLEASE REFERENCE
THESE DESCRIPTIONS FOR ADDITIONAL DETAILS.**



UNIT OF STUDY: Segment #1: las vocales - o, a, i, u, e

Week 3 & 4 / Pacing Guide = 10 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Movements
Materials: *Sonidos Iniciales Wall Chart*
2. Chant the Chart with the Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
3. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
4. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 1 with Hand Movements and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS - DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting Lesson 1, 2, 3, and 4 sequentially)

1. Small Group Chant Chart
Materials: *Sonidos Iniciales Wall Chart*
2. Picture and Sounds Chant
Materials: *Picture and Letter Cards*
3. Writing Activity: Picture Card Dictado
Materials: *Picture and Letter Cards*
4. Transition from Picture to Sound
Materials: *Picture and Letter Cards*
5. Writing Activity: Letter Sound Dictado
Materials: *Picture and Letter Cards*
6. Letter Sounds: Mi Cuaderno
Materials: *Mi Cuaderno de los Sonidos Iniciales*

UNIT OF STUDY: Segment #1: las vocales - o, a, i, u, e

Continued. . . .

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

8. Progress Monitoring

Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters

Materials: *Writing Blackline Masters*

2. Paired Activity

Materials: *Mi Cuaderno de los Sonidos Iniciales*

3. Sonidos Iniciales – Segment 1 Activities

Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #2: m, p, s, l

Week 5 & 6 / Pacing Guide = 7 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Movements and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant the Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Mi Cuaderno de los Sonidos Iniciales*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*

Scaffolding – Sonidos Segment Specific

1. Chant Segment 2 with Hand Movements and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

UNIT OF STUDY: Segment #2: m, p, s, l

Continued. . . .

2. **Picture and Sounds Chant**
Materials: *Picture and Letter Cards*
3. **Writing Activity: Picture Card Dictado**
Materials: *Picture and Letter Cards*
4. **Transition from Picture to Sound**
Materials: *Picture and Letter Cards*
5. **Writing Activity: Letter Sound Dictado**
Materials: *Picture and Letter Cards*
6. **Letter Sounds: Mi Cuaderno**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. **Writing Activity: Word Beginning Sound Dictado**
Materials: *Picture and Letter Cards*
8. **Progress Monitoring**
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. **Tracing and Printing Lowercase Letters**
Materials: *Writing Blackline Masters*
2. **Paired Activity**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. **Mini Matamoscas**
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. **Story Telling**
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. **Foldables**
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. **Listening Center**
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. **Sonidos Iniciales – Segment 2 Activities**
Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. **Parent Packet in Spanish: Sonidos**
Materials: *Parent Packet in Spanish (or supplementary English version)*
2. **Student Portal**
Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #3: Repaso - Segment 1 & 2

Week 6 & 7 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 3 with Hand Movements and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS - DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

UNIT OF STUDY: Segment #3: Repaso - Segment 1 & 2

Continued. . . .

2. **Picture and Sounds Chant**
Materials: *Picture and Letter Cards*
3. **Writing Activity: Picture Card Dictado**
Materials: *Picture and Letter Cards*
4. **Transition from Picture to Sound**
Materials: *Picture and Letter Cards*
5. **Writing Activity: Letter Sound Dictado**
Materials: *Picture and Letter Cards*
6. **Letter Sounds: Mi Cuaderno**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. **Writing Activity: Word Beginning Sound Dictado**
Materials: *Picture and Letter Cards*
8. **Progress Monitoring**
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. **Tracing and Printing Lowercase Letters**
Materials: *Writing Blackline Masters*
2. **Paired Activity**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. **Mini Matamoscas**
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. **Story Telling**
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. **Foldables**
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. **Listening Center**
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. **Sonidos Iniciales - Segment 3 Activities**
Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. **Parent Packet in Spanish: Sonidos**
Materials: *Parent Packet in Spanish (or supplementary English version)*
2. **Student Portal**
Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #4: t, d, r, c

Week 7 & 8 / Pacing Guide = 7 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 4 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS - DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

UNIT OF STUDY: Segment #4: t, d, r, c

Continued. . . .

2. **Picture and Sounds Chant**
Materials: *Picture and Letter Cards*
3. **Writing Activity: Picture Card Dictado**
Materials: *Picture and Letter Cards*
4. **Transition from Picture to Sound**
Materials: *Picture and Letter Cards*
5. **Writing Activity: Letter Sound Dictado**
Materials: *Picture and Letter Cards*
6. **Letter Sounds: Mi Cuaderno**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. **Writing Activity: Word Beginning Sound Dictado**
Materials: *Picture and Letter Cards*
8. **Progress Monitoring**
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. **Tracing and Printing Lowercase Letters**
Materials: *Writing Blackline Masters*
2. **Paired Activity**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. **Mini Matamoscas**
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. **Story Telling**
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. **Foldables**
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. **Listening Center**
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. **Sonidos Iniciales – Segment 4 Activities**
Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. **Parent Packet in Spanish: Sonidos**
Materials: *Parent Packet in Spanish (or supplementary English version)*
2. **Student Portal**
Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #5: Repaso - Segment 1, 2 & 4

Week 8 & 9 / Pacing Guide = 6 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two syllable words*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 5 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

UNIT OF STUDY: Segment #5: Repaso - Segment 1, 2 & 4

Continued. . . .

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Picture and Sounds Chant
Materials: *Picture and Letter Cards*
3. Writing Activity: Picture Card Dictado
Materials: *Picture and Letter Cards*
4. Transition from Picture to Sound
Materials: *Picture and Letter Cards*
5. Writing Activity: Letter Sound Dictado
Materials: *Picture and Letter Cards*
6. Letter Sounds: Mi Cuaderno
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. Writing Activity: Word Beginning Sound Dictado
Materials: *Picture and Letter Cards*
8. Progress Monitoring
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters
Materials: *Writing Blackline Masters*
2. Paired Activity
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. Mini Matamoscas
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. Story Telling
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. Foldables
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. Listening Center
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. Sonidos Iniciales – Segment 5 Activities
Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. Parent Packet in Spanish: Sonidos
Materials: *Parent Packet in Spanish (or supplementary English version)*
2. Student Portal
Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #6: n, f, b, j

Week 10 / Pacing Guide = 4 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two syllable words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras cards or any multiple syllable words*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 6 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

UNIT OF STUDY: Segment #6: n, f, b, j

Continued. . . .

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Picture and Sounds Chant
Materials: *Picture and Letter Cards*
3. Writing Activity: Picture Card Dictado
Materials: *Picture and Letter Cards*
4. Transition from Picture to Sound
Materials: *Picture and Letter Cards*
5. Writing Activity: Letter Sound Dictado
Materials: *Picture and Letter Cards*
6. Letter Sounds: Mi Cuaderno
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. Writing Activity: Word Beginning Sound Dictado
Materials: *Picture and Letter Cards*
8. Progress Monitoring
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters
Materials: *Writing Blackline Masters*
2. Paired Activity
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. Mini Matamoscas
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. Story Telling
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. Foldables
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. Listening Center
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. Sonidos Iniciales – Segment 6 Activities
Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. Parent Packet in Spanish: Sonidos
Materials: *Parent Packet in Spanish (or supplementary English version)*
2. Student Portal
Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #7: Repaso - Segment 4 & 6

Week 10 & 11 / Pacing Guide = 4 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two syllable words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras cards or any multiple syllable words*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 7 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*
4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

UNIT OF STUDY: Segment #7: Repaso – Segment 4 & 6

Continued. . . .

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Picture and Sounds Chant
Materials: *Picture and Letter Cards*
3. Writing Activity: Picture Card Dictado
Materials: *Picture and Letter Cards*
4. Transition from Picture to Sound
Materials: *Picture and Letter Cards*
5. Writing Activity: Letter Sound Dictado
Materials: *Picture and Letter Cards*
6. Letter Sounds: Mi Cuaderno
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. Writing Activity: Word Beginning Sound Dictado
Materials: *Picture and Letter Cards*
8. Progress Monitoring
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters
Materials: *Writing Blackline Masters*
2. Paired Activity
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. Mini Matamoscas
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. Story Telling
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. Foldables
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. Listening Center
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. Sonidos Iniciales – Segment 7 Activities
Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. Parent Packet in Spanish: Sonidos
Materials: *Parent Packet in Spanish (or supplementary English version)*
2. Student Portal
Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY:

Segment #8: Repaso - Segment 1, 2, 4 & 6

Week 11 & 12 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two syllable words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras cards or any multiple syllable words*
13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic
Materials: *Palabras con "a" para Estudiar en la Casa*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 8 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*
3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*

UNIT OF STUDY:

Segment #8: Repaso – Segment 1, 2, 4 & 6

Continued. . . .

4. Porras (Cheers)

Materials: Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas

Materials: Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)

2. Picture and Sounds Chant

Materials: Picture and Letter Cards

3. Writing Activity: Picture Card Dictado

Materials: Picture and Letter Cards

4. Transition from Picture to Sound

Materials: Picture and Letter Cards

5. Writing Activity: Letter Sound Dictado

Materials: Picture and Letter Cards

6. Letter Sounds: Mi Cuaderno

Materials: Mi Cuaderno de los Sonidos Iniciales

7. Writing Activity: Word Beginning Sound Dictado

Materials: Picture and Letter Cards

8. Progress Monitoring

Materials: Letter Cards (Picture and Letter Cards Set)

Independent Small Groups

1. Tracing and Printing Lowercase Letters

Materials: Writing Blackline Masters

2. Paired Activity

Materials: Mi Cuaderno de los Sonidos Iniciales

3. Mini Matamoscas

Materials: Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas

4. Story Telling

Materials: Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)

5. Foldables

Materials: Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)

6. Listening Center

Materials: Sonidos Iniciales CD or Canciones de Estrellita

7. Sonidos Iniciales – Segment 8 Activities

Materials: Mi Cuaderno de los Sonidos Iniciales

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #9: g, ch, ñ, v, ll

Week 12 & 13 / Pacing Guide = 7 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two syllable words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras cards or any multiple syllable words*
13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic
Materials: *Palabras con "a" para Estudiar en la Casa*
14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1
Materials: *Palabras con "a" para Estudiar en la Casa*

Scaffolding – Sonidos Segment Specific

1. Chant Segment 9 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Riddles
Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*

3. Story-telling with Puppets (for each letter)
Materials: *Stories and Cheers Cards, Set of Puppets*

4. Porras (Cheers)
Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. **Small Group Chant Chart with Matamoscas**
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. **Picture and Sounds Chant**
Materials: *Picture and Letter Cards*
3. **Writing Activity: Picture Card Dictado**
Materials: *Picture and Letter Cards*
4. **Transition from Picture to Sound**
Materials: *Picture and Letter Cards*
5. **Writing Activity: Letter Sound Dictado**
Materials: *Picture and Letter Cards*
6. **Letter Sounds: Mi Cuaderno**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
7. **Writing Activity: Word Beginning Sound Dictado**
Materials: *Picture and Letter Cards*
8. **Progress Monitoring**
Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. **Tracing and Printing Lowercase Letters**
Materials: *Writing Blackline Masters*
2. **Paired Activity**
Materials: *Mi Cuaderno de los Sonidos Iniciales*
3. **Mini Matamoscas**
Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*
4. **Story Telling**
Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*
5. **Foldables**
Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*
6. **Listening Center**
Materials: *Sonidos Iniciales CD or Canciones de Estrellita*
7. **Sonidos Iniciales – Segment 9 Activities**
Materials: *Mi Cuaderno de los Sonidos Iniciales*

UNIT OF STUDY: Segment #9: g, ch, ñ, v, ll

Continued. . . .

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY:

Segment #10: Repaso - Segment 1, 2, 4 & 6

Week 14 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two syllable words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras cards or any multiple syllable words*
13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic
Materials: *Palabras con "a" para Estudiar en la Casa*
14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1
Materials: *Palabras con "a" para Estudiar en la Casa*
15. Preparatory Blending Activities: Blending Syllables Using the Visual Modality: Activity #2
Materials: *Palabras Cards from Papá, Mamá y Ana, Pocket Chart Syllable Cards*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 10 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

UNIT OF STUDY:

Segment #10: Repaso - Segment 1, 2, 4 & 6

Continued. . . .

2. Riddles

Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*

3. Story-telling with Puppets (for each letter)

Materials: *Stories and Cheers Cards, Set of Puppets*

4. Porras (Cheers)

Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS - DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas

Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

2. Picture and Sounds Chant

Materials: *Picture and Letter Cards*

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

4. Transition from Picture to Sound

Materials: *Picture and Letter Cards*

5. Writing Activity: Letter Sound Dictado

Materials: *Picture and Letter Cards*

6. Letter Sounds: Mi Cuaderno

Materials: *Mi Cuaderno de los Sonidos Iniciales*

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

8. Progress Monitoring

Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters

Materials: *Writing Blackline Masters*

2. Paired Activity

Materials: *Mi Cuaderno de los Sonidos Iniciales*

3. Mini Matamoscas

Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*

4. Story Telling

Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*

5. Foldables

Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*

6. Listening Center

Materials: *Sonidos Iniciales CD or Canciones de Estrellita*

7. Sonidos Iniciales – Segment 10 Activities

Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #11: Repaso - Segment 9

Week 15 & 16 / Pacing Guide = 6 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two Syllable Words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras Cards or any multiple Syllable Words*
13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic
Materials: *Palabras con "a" para Estudiar en la Casa*
14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1
Materials: *Palabras con "a" para Estudiar en la Casa*
15. Preparatory Blending Activities: Blending Syllables Using the Visual Modality: Activity #2
Materials: *Palabras Cards from Papá, Mamá y Ana, Pocket Chart Syllable Cards*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 11 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

2. Riddles

Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*

3. Story-telling with Puppets (for each letter)

Materials: *Stories and Cheers Cards, Set of Puppets*

4. Porras (Cheers)

Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas

Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

2. Picture and Sounds Chant

Materials: *Picture and Letter Cards*

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

4. Transition from Picture to Sound

Materials: *Picture and Letter Cards*

5. Writing Activity: Letter Sound Dictado

Materials: *Picture and Letter Cards*

6. Letter Sounds: Mi Cuaderno

Materials: *Mi Cuaderno de los Sonidos Iniciales*

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

8. Progress Monitoring

Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters

Materials: *Writing Blackline Masters*

2. Paired Activity

Materials: *Mi Cuaderno de los Sonidos Iniciales*

3. Mini Matamoscas

Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*

4. Story Telling

Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*

5. Foldables

Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*

6. Listening Center

Materials: *Sonidos Iniciales CD or Canciones de Estrellita*

7. Sonidos Iniciales – Segment 11 Activities

Materials: *Mi Cuaderno de los Sonidos Iniciales*

UNIT OF STUDY: Segment #11: Repaso - Segment 9

Continued. . . .

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*



UNIT OF STUDY: Segment #12: Repaso - Segment 1, 2, 4, 6 & 9

Week 16 / Pacing Guide = 4 Days

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Signals with Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*
2. Chant the Chart - Student Lead
Materials: *Sonidos Iniciales Wall Chart*
3. Sonidos CD: View chart, listen, chant and repeat
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
4. Chant with Coloring Book
Materials: *Mi Libro de los Sonidos para Colorear*
5. Chant Wall Cards
Materials: *Sonidos Iniciales Wall Cards*
6. Wall Cards Game
Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*
7. Chant with Sonidos Iniciales Individual Student Charts
Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*
8. Chant each picture and sound to the tune of "Twinkle, Twinkle Little Star"
Materials: *Sonidos Iniciales Wall Chart*
9. Listen to the picture portion of the chant and complete the sound portion
Materials: *Sonidos Iniciales Wall Chart*
10. Preparatory Blending Activity: Chanting the Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
11. Preparatory Blending Syllables Using the Auditory Modality: Modeling
Materials: *Palabras Cards or any two Syllable Words*
12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables
Materials: *Palabras cards or any multiple Syllable Words*
13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic
Materials: *Palabras con "a" para Estudiar en la Casa*
14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1
Materials: *Palabras con "a" para Estudiar en la Casa*
15. Preparatory Blending Activities: Blending Syllables Using the Visual Modality: Activity #2
Materials: *Palabras Cards from Papá, Mamá y Ana, Pocket Chart Syllable Cards*

Scaffolding - Sonidos Segment Specific

1. Chant Segment 12 with Hand Signals and Matamoscas
Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

UNIT OF STUDY: Segment #12: Repaso - Segment 1, 2, 4, 6 & 9

Continued. . . .

2. Riddles

Materials: *Sonidos Iniciales Wall Chart, Riddles Cards*

3. Story-telling with Puppets (for each letter)

Materials: *Stories and Cheers Cards, Set of Puppets*

4. Porras (Cheers)

Materials: *Pom-Pom (included in your kit) and Student-Made Pom-Poms, Stories and Cheers Cards, Porras (Cheers) CD, Sonidos Iniciales Wall Cards*

SMALL GROUPS - DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting sequentially)

1. Small Group Chant Chart with Matamoscas

Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*

2. Picture and Sounds Chant

Materials: *Picture and Letter Cards*

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

4. Transition from Picture to Sound

Materials: *Picture and Letter Cards*

5. Writing Activity: Letter Sound Dictado

Materials: *Picture and Letter Cards*

6. Letter Sounds: Mi Cuaderno

Materials: *Mi Cuaderno de los Sonidos Iniciales*

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

8. Progress Monitoring

Materials: *Letter Cards (Picture and Letter Cards Set)*

Independent Small Groups

1. Tracing and Printing Lowercase Letters

Materials: *Writing Blackline Masters*

2. Paired Activity

Materials: *Mi Cuaderno de los Sonidos Iniciales*

3. Mini Matamoscas

Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*

4. Story Telling

Materials: *Estrellita Stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and Popsicle Sticks or Paper Bags)*

5. Foldables

Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*

6. Listening Center

Materials: *Sonidos Iniciales CD or Canciones de Estrellita*

7. Sonidos Iniciales – Segment 12 Activities

Materials: *Mi Cuaderno de los Sonidos Iniciales*

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*

Blending



BLENDING INTRODUCTION

The first component (Sonidos Iniciales) of the Estrellita Accelerated Beginning Spanish Reading Program teaches all the beginning sounds. Blending makes up the second component of the program. This component covers the syllables and the blending of those syllables to form words, sentences and short stories.

Most of the activities are student-centered and hands-on. The end goal of this component is to build fluency in reading, an absolute requirement for a child's future success in school.

The following provides information on the structure of the program, the Estrellita approach to teaching the syllables, the importance of reading fluency and short explanations of the support materials to be used with the Blending component.

STRUCTURE

This component presents the blending process in a systematic format which contains the following structure.

BLENDING CON "A"

Sílabas con "a" (consonants with the vowel "a"; i.e.: ma, pa, sa, la, etc.)

Palabras con "a" (words made up of "a" syllables)

Oraciones con "a" (sentences made up of words with "a" syllables)

Cuento: Papá, Mamá y Ana (a mini-book made up of sentences with "a" syllables)

This same process repeats for each of the subsequent vowels:

Blending con "a-e"

Blending con "a-e-i"

Blending con "a-e-i-o"

Blending con "a-e-i-o-u"

SYLLABLES METHODOLOGY

THE TRADITIONAL APPROACH TO TEACHING THE SYLLABLES

Traditionally, in teaching beginning Spanish reading, the vowels are taught first. Then, one consonant (usually "m") is introduced, followed by the blending of that consonant with all the vowels (i.e. ma, me, mi, mo, mu). Sometimes, at this point, these syllables are then combined to form words and are used in simple sentences or stories that the children learn to read (i.e. Mamá me ama.). The next consonant (usually "p") is then introduced with its related syllables (pa, pe, pi, po, pu). At this point, the "p" syllables are contrasted* with the "m" syllables and children are expected to differentiate between these various syllables. This continues with each consonant, one at a time, until all the consonants have been presented, and finally, all have been blended.

Contrasting: by means of clarification, the word “contrasting” here refers to “mixing up” syllables from the different syllable groups and having the children identify them. For example, ma, me, mi, mo, mu would be mixed up with pa, pe, pi, po, pu.

There are some serious flaws to this approach. One, is that only one consonant is utilized for each group of syllables. For example, while students are learning ma, me, mi, mo, mu, they are only being exposed to the “m”. This method slows and hinders the learning process as children progress in their study of the syllables and more consonants are introduced or reviewed. With this method, children often have to wait a long period of time to be introduced to all the consonants.

Additionally, discriminating between syllables (i.e. “m” and “p” syllables), is a difficult step at this point for many students.

Using the traditional method, children are expected to perform and master a variety of skills at the very beginning of the decoding process:

1. Master vowel sounds and one consonant (“m”).
2. Blend that one consonant with all the vowels (ma, me, mi, mo, mu).
3. Blend syllables to form words (ama, mamá, etc.).
4. Learn a second consonant and the syllables formed (pa, pe, pi, po, pu).
5. Contrast the two groups of syllables.

Children are expected to master all of these skills simultaneously, rather than going from the easiest skill to the most difficult. These skills are combined and are taught contrary to the theory of task analysis.

THE ESTRELLITA APPROACH TO TEACHING THE SYLLABLES

This new approach radically departs from the traditional methodology of teaching beginning Spanish reading and, as such, is designed to deal with the above problems. The first step is to teach all of the beginning sounds. This is accomplished during the Sonidos Iniciales component of the Estrellita Accelerated Beginning Spanish Reading Program. The second step is to teach the syllables using a methodology that builds on previous skills in a systematic way and facilitates the learning of these syllables as rapidly as possible. This is accomplished by presenting the syllables in a different way than the traditional method. All of the consonants are taught together with one vowel, thus making up one syllable group (i.e. ma, pa, sa, la, etc.). There are a total of five groups, one for each vowel. The following is an explanation of this methodology and its advantages.

After learning all the initial sounds, children start with the Sílabas con “a”. Instead of learning only “ma, me, mi, mo, mu”, as in the traditional approach, children learn all of the “a” syllables: ma, pa, sa, la, ta, da, ra, ca, etc., all at the same time. Thus, instead of learning only five syllables at a time, students learn twenty-three! The added benefit is that they are provided with a continual review of all the consonants, as opposed to only one at a time (as in ma, me, mi, mo, mu). Also, the blending process is much easier to master when the syllable changes are isolated to the initial position (ma, pa, sa, la, etc.) rather than the final position (ma, me, mi, mo, mu). Up to this point, children have only been required to discriminate initial sounds. By requiring them to blend one consonant with the various vowels as in ma, me, mi, mo, mu, the emphasis is being switched to the final position, which is a different and more difficult skill.

SYLLABLES WITH HARD AND SOFT “C” AND “G”

Students are not required to master the hard and soft “c” and “g”. Once children learn to read, this is something they will master naturally from exposure to reading. In this guide, there are many steps which provide much exposure to this.

“X”, “K” AND “W” SYLLABLES

You will find that the “x”, “k”, and “w” syllables are not present on the Sílabas wall charts. The “k” and “w” can be found only in foreign words, and therefore, have been omitted from the study of the sílabas. The “x” is somewhat problematic because it actually has three different pronunciations depending on the word and its location. On the Sonidos Iniciales Wall Chart, the “x” is presented as an initial sound. However, there are very few words that actually begin with “x”. For these reasons, the “x” has also been eliminated from the study of the sílabas.

THE IMPORTANCE OF READING FLUENCY

The National Reading Panel (2000) identified fluency as one of the five major components of reading that teachers must include in their instruction. The panel found that reading fluently improved students’ abilities to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read.

Practice in reading is critical to building fluency. Learning to read is like learning to play a musical instrument, the more you practice, the better you get. As soon as a child begins to decode, reading material must be sent home daily. This component of the Estrellita Accelerated Beginning Spanish Reading Program has home study booklets designed for this purpose and which are described in this guide. Once children have finished with this program and have been placed in a reading series, the reading books should be sent home for extended reading.

USING “EL DEDO MÁGICO”

For beginning readers, tracking the words with their index finger helps them focus on what they are reading and helps keep them on task. It is suggested that you tell children that this finger is called “el dedo mágico” because it helps them to read. They should use it to point to words as they read them. Eventually, children will not need or want to use their finger. When this occurs, allow it to happen and don’t force them to track.

INSTRUCTIONAL MATERIAL

The blending materials make use of a kinesthetic approach to beginning reading while incorporating the top-down method inherent in whole language. The sequence of activities for the mini-books goes from the whole to the parts and back to the whole again. The guide brings the reading process all together with its many hands on activities involving the manipulation of syllables, words and sentences.

The blending portion of the curriculum is divided into five major sections. The first section, Blending con “a”, covers syllables with “a”, words and sentences made up of those syllables, home study material and a mini-book (cuento) for children to read and illustrate. The next section, Blending con “a-e”, contains syllables with “a” and “e”, words and sentences made up of those syllables as well as the home study material and mini-book. Each subsequent section adds a new syllable group. There are five sets of teacher material (cards) and student material (blackline masters) that accompany these sections.

MI CUADERNO DE LECTURA: SILABAS, PALABRAS, ORACIONES, CUENTOS - CONSUMABLE PALABRAS CON “ ” PARA ESTUDIAR EN LA CASA (BLACKLINE MASTERS BOOK - DIGITAL)

The Palabras section of the curriculum is specially designed to assist students with the decoding process. The words are in order from most simple (two-syllable words) to most difficult (words of four or more syllables). Additionally, the syllables of each word are alternately boldface and outline. This visual aid is especially helpful in allowing children to focus on the individual parts of the word within the whole. It allows children to focus on decoding the word rather than trying to figure out which letters make up a syllable.

Reading a word actually consists of two steps:

1. Reading the syllables that make up the word, and
2. Recognizing the word as a unit (comprehension)

That means that the child should say the word as a unit after he reads the individual syllables. This second step is very important: some children will read the syllables but will not be able to tell you the word they have just read. If a child reads “casa” as “ca” “sa” but cannot say the word he has formed (“casa”), then he is not reading that word and that word has no meaning to him. It is very important that you have the child say the word after he has read the syllables. (As children gain fluency, this will no longer be a problem, since they will read the word as a unit, and not syllable by syllable.)

As mentioned previously, the syllables in each word are alternately either boldface or outline. Provide colored pencils for the children to color in the outline syllables after they have correctly read the word and repeated it as a unit. The letters in a syllable should be the same color, since the syllable is one unit and should be read as such. Children are required to read the word before they can color its syllables. This provides an incentive to the children and makes this activity more exciting. By having children color the syllables, the visual modality is being used to its fullest.

All three modalities are used extensively in these books while reinforcing the concept of the “whole” and its “parts”:

VISUAL:

- Syllables are alternately bold and outline
- The outline syllables are colored by the children which adds to the visual effect
- Children easily see the “parts” within the “whole”

AUDITORY:

- Children hear the words--and the syllables that make up the words--as they are reading them
- Children hear the “parts” within the “whole”

KINESTHETIC:

- Children color the outline syllables
- Children feel the parts within the “whole” as they color in the outline syllables.

READING SLIPS AND THE PARENT LETTER

Once you begin the Palabras con “a” section, you should send home a copy of the letter to the parents informing them about the “Formas de leer” (reading slips) and the importance of reading at home. Independent reading at home is critical to building fluency. It is imperative that children spend a minimum of ten minutes (or more) a day reading at home.

Give each student the book entitled *Palabras con “ a ” para Estudiar en la Casa*, a copy of the *Parent Letter* and a week’s worth of *Reading Slips*. These books can be found in the Blending Blackline Masters Digital copies on the Estrellita Member Site. Tell students that now they know how to read and this book is going to be their reading homework. Show them the *Formas de Leer*. Explain to them that their parents must sign a form every day indicating the amount of time they read their book. Tell them that they must read at least 10 minutes (or more) per day.

NOTE: Instead of giving children the entire book at once, you may prefer to give them a page at a time. There are ten words on each page and each word is enclosed in a square. Students can cut up the squares and staple them into a mini-book of ten words. After they are able to read those ten words, they can be given the next page.

Children will need lots of practice reading their book at home and at school in order to build fluency. This will come from working with these words on a daily basis at home and in the classroom.

Additionally, the children will have their *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos* to work with independently and with their partner. This consumable will provide them with the reinforcement for each lesson.

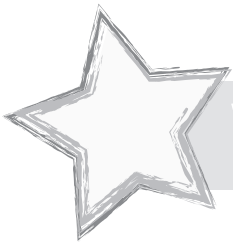
MI CUADERNO DE LECTURA: SILABAS, PALABRAS, ORACIONES, CUENTOS - CONSUMABLE ORACIONES CON “ a ” PARA ESTUDIAR EN LA CASA (BLACKLINE MASTERS BOOK – DIGITAL)**INTRODUCING THE SENTENCES**

After children have learned the words in the Palabras con “a” book section of the curriculum and have successfully pass the assessment, they will then begin the Oraciones section of the curriculum. The *Oraciones* books can be found in the Blending Blackline Masters Digital copies on the Estrellita Member Site. Additionally, the children will have their *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos* to work with independently and with their partner. This consumable will provide them with the reinforcement for each lesson.

SEQUENCE OF ACTIVITIES: WHOLE TO PART TO WHOLE

BIG BOOKS AND MINI-BOOKS

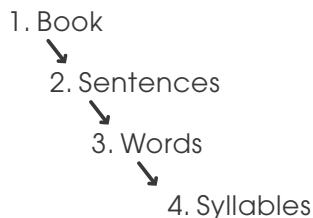
The sequence of activities for the stories goes from the “whole” to the “parts” and back to the “whole” again. When initially going from “whole” to “part”, the instruction focuses on exposure and is conducted during the Palabras segments. When working back up from “part” to “whole”, the focus of the instruction is then on mastery and is conducted in the Oraciones segments. In other words, the process provides exposure to the material first by taking children from “whole” to “part”. Then, children are expected to master the material when working back up from “part” to “whole”. The whole group activities introduced in the Palabras con a segment, provide instruction using each component of the Whole-to-Part: Book - Sentences - Words - Syllables in a sequential and scaffolded manner. This same process is continued in the Oraciones segment and again these activities should be introduced sequentially. At the same time, students begin working through the Part - to Whole process in small groups at the Palabras con a segment. This further accelerates the learning process and moves students through exposure to mastery during the blending process.



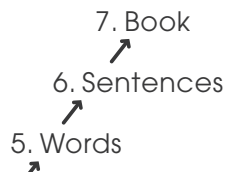
WHOLE TO PART TO WHOLE

Mini-Book Activities: Whole to Part to Whole

WHOLE



PARTS



SEQUENCE

Palabras

1. Book (whole-to-part)
2. Sentences (whole to part)
3. Words (whole to part)
4. Syllables (whole to part & part to whole)

Oraciones

5. Syllables (whole to part & part to whole)
6. Words (part to whole)
7. Sentences (part to whole)
8. Book Activities (part to whole)



UNIT OF STUDY: Sílabas con "a"

Week 17 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Chant Sílabas con "a"
Materials: *Sílabas con "a" Wall Chart*
2. Activity for Sílabas con "a":
Materials: *Sílabas Flip Chart*
3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "a"*
4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "a"*
5. Phonemic Awareness — Segmentation of Syllables into Phonemes Game
Materials: *Sílabas con "a" Cards, Sílabas con "a" Student Charts*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Testing Progress Monitoring
Materials: *Sílabas con "a" Wall Chart, Sílabas con "a" cards*
2. Guided Practice
Materials: *Sílabas con "a" Student Charts, Sílabas con "a" Wall Chart*
3. Modeling the Dictado Process
Materials: *Syllable List #1 included in Activities pages.*
4. Dictado Syllable List #1 – Sílabas con "a"
Materials: *Sílabas con "a" Student Chart, Syllable List #1 included in Activities section*
5. Dictado Word List #1 – Sílabas con "a"
Materials: *Sílabas con "a" Student Chart, Word List #1 included in Activities section*
6. Dictado Syllable List #2 – Sílabas con "a"
Materials: *Sílabas con "a" Student Chart, Syllable List #2 included in Activities section*
7. Dictado Word List #2 – Sílabas con "a"
Materials: *Sílabas con "a" Student Chart, Word List #2 included in Activities section*

Independent Small Group

1. Sílabas con "a" Handwriting Practice
Materials: *Sílabas con "a" Student Chart*
2. Sílabas con "a" Activities
Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Hoja de Estudiar: Sílabas con "a"
Materials: *Hoja de Estudiar: Sílabas con "a"*



UNIT OF STUDY: Palabras con "a"

Week 18 -19 -20 / Pacing Guide = 15 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Introduction to Blending
Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" para Estudiar en la Casa*
2. Palabras Con "a" Activity #1
Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" para Estudiar en la Casa*
3. Palabras Con "a" Activity #2
Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" para Estudiar en la Casa*
4. Palabras Con "a" Activity #3
Materials: *Pocket Chart, Sílabas con "a" cards, Palabras con "a" Cards*
5. Palabras Con "a" Activity #4: Kinesthetic Blending: Manipulating Syllables to Form Words
Materials: *Formando Palabras, Sílabas con "a" para Formar Palabras*
6. Introduce Big Book: Papá, Mamá y Ana (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
7. Big Book: Papá, Mamá y Ana: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
8. Big Book: Papá, Mamá y Ana: Working with Sentences (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana, Papá, Mamá y Ana: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
9. Big Book: Papá, Mamá y Ana: Working with Words (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana, Whole to Part Vocabulary Cards*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
10. Big Book: Papá, Mamá y Ana: Forming Words Game (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana, Palabras Cards, Pocket Chart Sílabas from Big Book*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
11. Big Book: Papá, Mamá y Ana: Dictation (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
12. Big Book: Papá, Mamá y Ana: Working with Syllables (Whole-to-Part-to-Whole)
Materials: *Big Book: Papá, Mamá y Ana, Pocket Chart Sílabas from Big Book*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Pre-Test
Materials: *Sílabas Cards*
2. Group-Assisted Reading
Materials: *Palabras con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)

3. Partner Reading

Materials: *Palabras con "a" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Palabras Cards*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Papá, Mamá y Ana: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana, Las Sílabas de Pápa, Mamá y Ana*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con "a"

Materials: See *Words List included in Activities section*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Guided Practice & Informal Assessment: Reading and Coloring Words

Materials: *Palabras con "a" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Assessment: Word Decoding and Fluency and Progress Evaluation

Materials: *Palabras con "a" Cards*

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

Remedial Blending Activities

Some children experience difficulty "hearing" the word they are forming with the syllables. In other words, they can read each of the syllables, but are unable to tell you what the word is. The following exercises are primarily kinesthetic and auditory and are designed to help remediate this problem by using arm movements to help students "hear" the word they are forming with their arms. Select only common two-syllable words.

9. Remedial Blending Activity #1: Kinesthetic and Auditory Modalities

Materials: *None*

10. Remedial Blending Activity #2: Kinesthetic and Auditory Modalities

Materials: *None*

11. Remedial Blending Activity #3: Kinesthetic, Auditory and Visual Modalities

Materials: *Pocket Chart, Sílabas con "a" Cards*

Independent Small Group

1. Palabras con "a" Handwriting Practice

Materials: *Palabras con "a" para Estudiar en la Casa*

2. Play "Turnover" with the Syllable Cards (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá y Ana*

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

3. Dictate the Syllables - For the "a" syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá y Ana*

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

4. Partner Blending Activity

Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Partner Reading

Materials: *Palabras con "a" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

UNIT OF STUDY: Palabras con "a"

Continued. . . .

6. Palabras Books - Independent Activities

Materials: *Construction Paper*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Group Turnover

Materials: *Papá, Mamá y Ana: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Partner Turnover

Materials: *Papá, Mamá y Ana: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

9. Cooperative Learning Activity: Forming Words with the Syllable Cards

Materials: *Las Sílabas de Papá, Mamá y Ana*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Illustrating the Words

Materials: *Las Sílabas de Papá, Mamá y Ana*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Palabras con "a" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Palabras con "a" para Estudiar en la Casa

Materials: *Palabras con "a" para Estudiar en la Casa, Formas de Lee*



UNIT OF STUDY: Oraciones con "a"

Week 21 - 22 - 23 / Pacing Guide = 15 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. **Big Book: Big Book: Papá, Mamá, Ana: Working with Syllables (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá, Ana*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)
2. **Sentence Activity #1**
Materials: *Papa, Mama y Ana: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
3. **Focus on the Whole Word and its Parts**
Materials: *Palabras Cards, Big Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
4. **Big Book: Papá, Mamá y Ana: Working with Words (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá y Ana, Whole to Part Vocabulary Cards*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
5. **Big Book: Papá, Mamá y Ana: Working with Sentences (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá y Ana, Papá, Mamá y Ana: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Big Book: Papá, Mamá y Ana: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)
7. **Introduce Big Book: Papá, Mamá y Ana (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. **Introducing the Sentences**
Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
2. **Group-Assisted Reading**
Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
3. **Partner Reading**
Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
4. **Sentence Activity #2: Manipulating the Words (Kinesthetic)**
Materials: *Papa, Mama y Ana: Palabras para Formar Oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
5. **Spelling/Dictation — Oraciones con "a"**
Materials: *Papa, Mama y Ana: Palabras para Formar Oraciones, Sentence List in Activities section*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

UNIT OF STUDY: Oraciones con "a"

Continued. . . .

6. Guided Practice & Informal Assessment: Reading Sentences

Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

7. Assessment: Sentence Decoding and Fluency and Progress Monitoring

Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

8. Book Activities

Materials: *Mini Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

9. Cooperative Learning Activity: Making a Big Book

Materials: *Mini Book: Papá, Mamá y Ana*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Independent Small Group

1. Oraciones con "a" Handwriting Practice

Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Cooperative Group Activity: Scrambled Sentences

Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Independent Activities

Materials: *Oraciones con "a" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Oraciones con "a" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Oraciones con "a" para Estudiar en La Casa

Materials: *Oraciones con "a" para Estudiar en La Casa Blackline Masters*



UNIT OF STUDY: Sílabas con "e"

Week 24 / Pacing Guide = 2 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Chant Sílabas con "e"
Materials: *Sílabas con "e" Wall Chart*
2. Activity for Sílabas con "e":
Materials: *Sílabas Flip Chart*
3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "e"*
4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "e"*
5. Phonemic Awareness — Segmentation of Syllables into Phonemes Game
Materials: *Sílabas con "e" Cards, Sílabas con "e" Student Charts*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Testing Progress Monitoring
Materials: *Sílabas con "e" Wall Chart, Sílabas con "e" cards*
2. Guided Practice
Materials: *Sílabas con "e" Student Charts, Sílabas con "e" Wall Chart*
3. Dictado Syllable List #1 – Sílabas con "e"
Materials: *Sílabas con "e" Student Chart, Syllable List #1 included in Activities section*
4. Dictado Word List #1 – Sílabas con "e"
Materials: *Sílabas con "e" Student Chart, Word List #1 included in Activities section*
5. Dictado Syllable List #2 – Sílabas con "e"
Materials: *Sílabas con "e" Student Chart, Syllable List #2 included in Activities section*
6. Dictado Word List #2 – Sílabas con "e"
Materials: *Sílabas con "e" Student Chart, Word List #2 included in Activities section*

Independent Small Group

1. Sílabas con "e" Handwriting Practice
Materials: *Sílabas con "e" Student Chart*
2. Sílabas con "e" Activities
Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Hoja de Estudiar: Sílabas con "e"
Materials: *Hoja de Estudiar: Sílabas con "e"*



UNIT OF STUDY: Sílabas con "a-e"

Week 24 & 25 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Activity for Sílabas Revueltas (a-e)
Materials: *Sílabas Flip Chart*
2. Activity for Sílabas Revueltas
Materials: *Las Sílabas Wall Chart*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Introducing the Contrasting Process
Materials: *Chalk Board/White Board, Paper*
2. Contrasting "a-e" Syllables
Materials: *Las Sílabas Student Chart*
3. Guided Practice
Materials: *Las Letras que Tienen el Mismo Sonido*
4. Phonemic Awareness — Segmentation of Syllables into Phonemes
Materials: *Sílabas Revueltas a-e Student Charts*
5. Dictado Syllable List #1 - Sílabas con "a-e"
Materials: *Las Sílabas Student Charts, Syllable List #1 included in Activities section*
6. Dictado Word List #1 - Sílabas con "a-e"
Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*
7. Dictado Syllable List #2 - Sílabas con "a-e"
Materials: *Las Sílabas Student Charts, Syllable List #2 included in Activities section*
8. Dictado Word List #2 - Sílabas con "a-e"
Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*
9. Individual Testing
Materials: *Sílabas con "a-e" Cards*
10. Progress Evaluation
Materials: *Sílabas con "a-e" Cards, Blending Progress Chart*

Independent Small Group

1. Sílabas con "a-e" Handwriting Practice
Materials: *Sílabas Revueltas: "a-e" Student Chart*
2. Sílabas con "a-e" Activities
Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Sílabas Revueltas: a-e Student Chart
Materials: *Sílabas Revueltas: "a-e" Student Chart*



UNIT OF STUDY: Palabras con "a-e"

Week 25 - 26 - 27 / Pacing Guide = 12 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Introduction to Blending

Materials *Pocket Chart, Sílabas con "a-e" Cards, Palabras con "a-e" para Estudiar en la Casa*

2. Palabras Con "a-e" Activity #1

Materials *Pocket Chart, Sílabas con "a-e" Cards, Palabras con "a-e" para Estudiar en la Casa*

3. Palabras Con "a-e" Activity #2

Materials *Pocket Chart, Sílabas con "a-e" Cards, Palabras con "a-e" para Estudiar en la Casa*

4. Palabras Con "a-e" Activity #3

Materials *Pocket Chart, Sílabas con "a-e" Cards, Palabras con "a-e" Cards*

5. Palabras Con "a-e" Activity #4: Kinesthetic Blending: Manipulating Syllables to Form Words

Materials *Formando Palabras, Sílabas con "a-e" para Formar Palabras*

6. Introduce Big Book: Papá, Mamá, Ana, Pepe y Adela (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

7. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

8. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Working with Sentences (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela, Papá, Mamá, Ana, Pepe y Adela: Palabras para formar oraciones*

(Book → **Sentences** → Words → Syllables → Words → Sentences → Book)

9. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Working with Words (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Forming Words Game (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela, Palabras Cards*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Dictation (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

12. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Working with Syllables (Whole-to-Part-to-Whole)

Materials *Big Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

UNIT OF STUDY: Palabras con "a-e"

Continued. . . .

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Pre-Test

Materials: *Sílabas Cards*

2. Group-Assisted Reading

Materials: *Palabras con "a-e" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

3. Partner Reading

Materials: *Palabras con "a-e" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Papá, Mamá, Ana, Pepe y Adela: Classification:
Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con "a-e"

Materials: *Word List included in Activities Section*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Guided Practice & Informal Assessment: Reading and Coloring Words

Materials: *Palabras con "a-e" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Assessment: Word Decoding and Fluency and Progress Evaluation

Materials: *Palabras con "a-e" Cards*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

9. Remedial Blending Activity #1: Kinesthetic and Auditory Modalities

Materials: *None*

10. Remedial Blending Activity #2: Kinesthetic and Auditory Modalities

Materials: *None*

11. Remedial Blending Activity #3: Kinesthetic, Auditory and Visual Modalities

Materials: *Pocket Chart, Sílabas con "a-e" Cards*

Independent Small Group

1. Palabras con "a-e" Handwriting Practice

Materials: *Palabras con "a-e" para Estudiar en la Casa*

2. Play "Turnover" with the Syllable Cards (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

3. Dictate the Syllables - For the "a-e" syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

4. Partner Blending Activity

Materials: *Pocket Chart, Sílabas con "a-e" Cards, Palabras con "a-e" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Partner Reading

Materials: *Palabras con "a-e" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Palabras Books - Independent Activities

Materials: *Construction Paper*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Group Turnover

Materials: *Papá, Mamá, Ana, Pepe y Adela: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Partner Turnover

Materials: *Papá, Mamá, Ana, Pepe y Adela: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

9. Cooperative Learning Activity: Forming Words with the Syllable Cards

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Illustrating the Words

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Palabras con "a-e" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Palabras con "a-e" para Estudiar en la Casa

Materials: *Palabras con "a-e" para Estudiar en la Casa, Formas de Leer*

These blackline masters can be copied for each student. A copy of the Parent Letter, the Formas de Leer and the Palabras Booklet should be sent home with each blending segment.



UNIT OF STUDY: Oraciones con "a-e"

Week 27 - 28 - 29 - 30 / Pacing Guide = 13 Days

WHOLE GROUP INSTRUCTION – EXPOSURE

1. **Big Book: Papá, Mamá, Ana, Pepe y Adela: Working with Syllables (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)
2. **Sentence Activity #1**
Materials: *Papá, Mamá, Ana, Pepe y Adela: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
3. **Focus on the Whole Word and its Parts**
Materials: *Palabras Cards, Big Book: Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
4. **Big Book: Papá, Mamá, Ana, Pepe y Adela: Working with Words (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
5. **Big Book: Papá, Mamá, Ana, Pepe y Adela: Working with Sentences (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela, Papá, Mamá, Ana, Pepe y Adela: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Big Book: Papá, Mamá, Ana, Pepe y Adela: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)
7. **Introduce Big Book: Papá, Mamá, Ana, Pepe y Adela (Whole-to-Part-to-Whole)**
Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. **Introducing the Sentences**
Materials: *Oraciones con "a-e" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
2. **Group-Assisted Reading**
Materials: *Oraciones con "a-e" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
3. **Partner Reading**
Materials: *Oraciones con "a-e" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
4. **Sentence Activity #2: Manipulating the Words (Kinesthetic)**
Materials: *Papá, Mamá, Ana, Pepe y Adela: Palabras para Formar Oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

5. Spelling/Dictation — Oraciones con “a-e”

Materials: *Papá, Mamá, Ana, Pepe y Adela: Palabras para Formar Oraciones, Sentence List included in Activities*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

6. Guided Practice & Informal Assessment: Reading Sentences

Materials: *Oraciones con “a-e” para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

7. Assessment: Sentence Decoding and Fluency and Progress Monitoring

Materials: *Oraciones con “a-e” para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

8. Book Activities

Materials: *Mini Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

9. Cooperative Learning Activity: Making a Big Book

Materials: *Mini Book: Papá, Mamá, Ana, Pepe y Adela*

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Independent Small Group

1. Oraciones con “a-e” Handwriting Practice

Materials: *Oraciones con “a-e” para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Cooperative Group Activity: Scrambled Sentences

Materials: *Oraciones con “a-e” para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Independent Activities

Materials: *Oraciones con “a-e” para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Oraciones con “a-e” Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Oraciones con “a-e” para Estudiar en La Casa

Materials: *Oraciones con “a-e” para Estudiar en La Casa Blackline Masters*



UNIT OF STUDY: Sílabas con "i"

Week 30 / Pacing Guide = 1 Day

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Chant Sílabas con "i"
Materials: *Sílabas con "i" Wall Chart*
2. Activity for Sílabas con "i":
Materials: *Sílabas Flip Chart*
3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "i"*
4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "i"*
5. Phonemic Awareness — Segmentation of Syllables into Phonemes Game
Materials: *Sílabas con "i" cards, Sílabas con "i" Student Charts*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Testing Progress Monitoring
Materials: *Sílabas con "i" Wall Chart, Sílabas con "i" cards*
2. Guided Practice
Materials: *Sílabas con "i" Student Charts, Sílabas con "i" Wall Chart*
3. Dictado Syllable List #1 – Sílabas con "i"
Materials: *Sílabas con "i" Student Chart, Syllable List #1 included in Activities section*
4. Dictado Word List #1 – Sílabas con "i"
Materials: *Sílabas con "i" Student chart, Word List #1 included in Activities section*
5. Dictado Syllable List #2 – Sílabas con "i"
Materials: *Sílabas con "i" Student chart, Syllable List #2 included in Activities section*
6. Dictado Word List #2 – Sílabas con "i"
Materials: *Sílabas con "i" Student Chart, Word List #2 included in Activities section*

Independent Small Group

1. Sílabas con "i" Handwriting Practice
Materials: *Sílabas con "i" Student Chart*
2. Sílabas con "i" Activities
Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

2. Hoja de Estudiar: Sílabas con "i"
Materials: *Hoja de Estudiar: Sílabas con "i"*



UNIT OF STUDY: Sílabas con "a-e-i"

Week 30 / Pacing Guide = 2 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Activity for Sílabas Revueltas (a-e-i)

Materials: *Sílabas Flip Chart*

3. Activity for Sílabas Revueltas

Materials: *Las Sílabas Wall Chart*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Contrasting "a-e-i" Syllables

Materials: *Las Sílabas Student Chart*

2. Guided Practice

Materials: *Las Letras que Tienen el Mismo Sonido*

3. Phonemic Awareness — Segmentation of Syllables into Phonemes

Materials: *Sílabas Revueltas "a-e-i" Student Charts*

4. Dictado Syllable List #1 - Sílabas con "a-e-i"

Materials: *Las Sílabas Student Charts, Syllable List #1 included below*

5. Dictado Word List #1 - Sílabas con "a-e-i"

Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*

6. Dictado Syllable List #2- Sílabas con "a-e-i"

Materials: *Las Sílabas Student Charts, Syllable List #2 included below*

7. Dictado Word List #2- Sílabas con "a-e-i"

Materials: *Las Sílabas Student Charts, Word List #2 included below*

8. Individual Testing

Materials: *Sílabas con "a-e-i" Cards*

9. Progress Evaluation

Materials: *Sílabas con "a-e-i" Cards, Blending Progress Chart*

Independent Small Group

1. Sílabas con "a-e-i" Handwriting Practice

Materials: *Sílabas Revueltas: "a-e-i" Student Chart*

2. Sílabas con "a-e-i" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Sílabas Revueltas: "a-e-i" Student Chart

Materials: *Sílabas Revueltas: "a-e-i" Student Chart*



UNIT OF STUDY: Palabras con "a-e-i"

Week 31 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Introduction to Blending
Materials: *Pocket Chart, Sílabas con "a-e-i" Cards, Palabras con "a-e-i" Booklet*
2. Palabras Con "a-e-i" Activity #1
Materials: *Pocket Chart, Sílabas con "a-e-i" Cards, Palabras con "a-e-i" Booklet*
3. Palabras Con "a-e-i" Activity #2
Materials: *Pocket Chart, Sílabas con "a-e-i" Cards, Palabras con "a-e-i" para Estudiar en la Casa*
4. Palabras Con "a-e-i" Activity #3
Materials: *Pocket Chart, Sílabas con "a-e-i" Cards, Palabras con "a-e-i" Cards*
5. Palabras Con "a-e-i" Activity #4: Kinesthetic Blending:
Manipulating Syllables to Form Words
Materials: *Formando Palabras, Sílabas con "a-e-i" para Formar Palabras*
6. Introduce Big Book: Fifi y Miqui (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
7. Big Book: Big Book: Fifi y Miqui: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
8. Big Book: Big Book: Fifi y Miqui: Working with Sentences (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui, Fifi y Miqui: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
9. Big Book: Big Book Fifi y Miqui: Working with Words (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
10. Big Book: Big Book: Fifi y Miqui: Forming Words Game (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui, Palabras*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
11. Big Book: Big Book: Fifi y Miqui: Dictation (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)
12. Big Book: Big Book: Fifi y Miqui: Working with Syllables (Whole-to-Part-to-Whole)
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Pre-Test
Materials: *Sílabas Cards*
2. Group-Assisted Reading
Materials: *Palabras con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)

3. Partner Reading

Materials: *Palabras con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Fifi y Miqui*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Fifi y Miqui: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con "a-e-i"

Materials: *Word List included in Activities Section*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Guided Practice & Informal Assessment: Reading and Coloring Words

Materials: *Palabras con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Assessment: Word Decoding and Fluency and Progress Evaluation

Materials: *Palabras con "a-e-i" Cards*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

9. Remedial Blending Activity #1: Kinesthetic and Auditory Modalities

Materials: *None*

10. Remedial Blending Activity #2: Kinesthetic and Auditory Modalities

Materials: *None*

11. Remedial Blending Activity #3: Kinesthetic, Auditory and Visual Modalities

Materials: *Pocket Chart, Sílabas con "a-e-i" Cards*

Independent Small Group

1. Palabras con "a-e-i" Handwriting Practice

Materials: *Palabras con "a-e-i" para Estudiar en la Casa*

2. Play "Turnover" with the Syllable Cards (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Fifi y Miqui*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

3. Dictate the Syllables - For the "a-e-i" Syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Fifi y Miqui*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

4. Partner Blending Activity

Materials: *Pocket Chart, Sílabas con "a-e-i" Cards, Palabras con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Partner Reading

Materials: *Palabras con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Palabras Books - Independent Activities

Materials: *Construction Paper*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Group Turnover

Materials: *Fifi y Miqui: Palabras para formar oraciones*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

UNIT OF STUDY: Palabras con "a-e-i"

Continued. . . .

8. Partner Turnover

Materials: *Fifi y Miqui: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

9. Cooperative Learning Activity: Forming Words with the Syllable Cards

Materials: *Las Sílabas de Fifi y Miqui*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Illustrating the Words

Materials: *Las Sílabas de Fifi y Miqui*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Palabras con "a-e-i" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Palabras con "a-e-i" para Estudiar en la Casa

Materials: *Palabras con "a-e-i" para Estudiar en la Casa, Formas de Leer*

These blackline masters can be copied for each student. A copy of the Parent Letter, the Formas de Leer and the Palabras Booklet should be sent home with each Blending segment.



UNIT OF STUDY: Oraciones con "a-e-i"

Week 32 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION – EXPOSURE

1. **Big Book: Fifi y Miqui: Working with Syllables (Whole-to-Part-to-Whole)**
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)
2. **Sentence Activity #1**
Materials: *Fifi y Miqui: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
3. **Focus on the Whole Word and its Parts**
Materials: *Palabras Cards, Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
4. **Big Book: Fifi y Miqui: Working with Words (Whole-to-Part-to-Whole)**
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
5. **Big Book: Fifi y Miqui: Working with Sentences (Whole-to-Part-to-Whole)**
Materials: *Big Book: Fifi y Miqui, Fifi y Miqui: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Big Book: Fifi y Miqui: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)**
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)
7. **Introduce Big Book: Fifi y Miqui (Whole-to-Part-to-Whole)**
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. **Introducing the Sentences**
Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
2. **Group-Assisted Reading**
Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
3. **Partner Reading**
Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
4. **Sentence Activity #2: Manipulating the Words (Kinesthetic)**
Materials: *Fifi y Miqui: Palabras para Formar Oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
5. **Spelling/Dictation — Oraciones con "a-e-i"**
Materials: *Fifi y Miqui: Palabras para Formar Oraciones, Sentence List in Activities section*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Guided Practice & Informal Assessment: Reading Sentences**
Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

UNIT OF STUDY: Oraciones con "a-e-i"

Continued. . . .

7. Assessment: Sentence Decoding and Fluency and Progress Monitoring

Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

8. Book Activities

Materials: *Mini Book: Fifi y Miqui*

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

9. Cooperative Learning Activity: Making a Big Book

Materials: *Mini Book: Fifi y Miqui*

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Independent Small Group

1. Oraciones con "a-e-i" Handwriting Practice

Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Cooperative Group Activity: Scrambled Sentences

Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Independent Activities

Materials: *Oraciones con "a-e-i" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Oraciones con "a-e-i" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Oraciones con "a-e-i" para Estudiar en La Casa

Materials: *Oraciones con "a-e-i" para Estudiar en La Casa Blackline Masters*



UNIT OF STUDY: Sílabas con "o"

Week 33 / Pacing Guide = 1 Day

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Chant Sílabas con "o"
Materials: *Sílabas con "o" Wall Chart, Sílabas con "o" cards*
2. Activity for Sílabas con "o"
Materials: *Sílabas Flip Chart*
3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "o"*
4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "o"*
5. Phonemic Awareness — Segmentation of Syllables into Phonemes Game
Materials: *Sílabas con "o" Cards, Sílabas con "o" Student Charts*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Testing Progress Monitoring
Materials: *Sílabas con "o" Wall Chart*
2. Guided Practice
Materials: *Sílabas con "o" Student Charts, Sílabas con "o" Wall Chart*
3. Dictado Syllable List #1
Materials: *Sílabas con "o" Student Chart, Syllable List #1 included in Activities section*
4. Dictado Word List #1
Materials: *Sílabas con "o" Student Chart, Word List #1 included in Activities section*
5. Dictado Syllable List #2
Materials: *Sílabas con "o" Student Chart, Syllable List #2 included in Activities section*
6. Dictado Word List #2
Materials: *Sílabas con "o" Student Chart, Word List #2 included in Activities section*

Independent Small Group

1. Sílabas con "o" Handwriting Practice
Materials: *Sílabas con "o" Student Chart*
2. Sílabas con "o" Activities
Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Hoja de Estudiar: Sílabas con "o"
Materials: *Hoja de Estudiar: Sílabas con "o"*



UNIT OF STUDY: Sílabas con "a-e-i-o"

Week 33 / Pacing Guide = 1 Day

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Activity for Sílabas Revueltas (a-e-i-o):

Materials: *Sílabas Flip Chart*

2. Activity for Sílabas Revueltas

Materials: *Las Sílabas Wall Chart*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Contrasting "a-e-i-o" Syllables

Materials: *Las Sílabas Student Chart*

2. Guided Practice

Materials: *Las Letras que Tienen el Mismo Sonido*

3. Phonemic Awareness — Segmentation of Syllables into Phonemes

Materials: *Sílabas Revueltas "a-e-i-o" Student Charts*

4. Dictado Syllable List #1 - Sílabas con "a-e-i-o"

Materials: *Las Sílabas Student Charts, Syllable List #1 included below*

5. Dictado Word List #1 - Sílabas con "a-e-i-o"

Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*

6. Dictado Syllable List #2- Sílabas con "a-e-i-o"

Materials: *Las Sílabas Student Charts, Syllable List #2 included below*

7. Dictado Word List #2- Sílabas con "a-e-i-o"

Materials: *Las Sílabas Student Charts, Word List #2 included below*

8. Individual Testing

Materials: *Sílabas con "a-e-i-o" Cards*

9. Progress Evaluation

Materials: *Sílabas con "a-e-i-o" Cards, Blending Progress Chart*

Independent Small Group

1. Sílabas con "a-e-i-o" Handwriting Practice

Materials: *Sílabas Revueltas: "a-e-i-o" Student Chart*

2. Sílabas con "a-e-i-o" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Sílabas Revueltas: "a-e-i-o" Student Chart

Materials: *Sílabas Revueltas: "a-e-i-o" Student Chart*



UNIT OF STUDY: Palabras con "a-e-i-o"

Week 33 & 34 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Introduction to Blending

Materials: *Pocket Chart, Sílabas con "a-e-i-o" Cards, Palabras con "a-e-i-o" para Estudiar en la Casa*

2. Palabras Con "a-e-i-o" Activity #1

Materials: *Pocket Chart, Sílabas con "a-e-i-o" Cards, Palabras con "a-e-i-o" para Estudiar en la Casa*

3. Palabras Con "a-e-i-o" Activity #2

Materials: *Pocket Chart, Sílabas con "a-e-i-o" Cards, Palabras con "a-e-i-o" para Estudiar en la Casa*

4. Palabras Con "a-e-i-o" Activity #3

Materials: *Pocket Chart, Sílabas con "a-e-i-o" Cards, Palabras con "a-e-i-o" Cards*

5. Palabras Con "a-e-i-o" Activity #4: Kinesthetic Blending: Manipulating Syllables to Form Words

Materials: *Formando Palabras, Sílabas con "a-e-i-o" para Formar Palabras*

6. Introduce Big Book: Toñita (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

7. Big Book: Big Book: Toñita: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

8. Big Book: Big Book: Toñita: Working with Sentences (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita, Toñita: Palabras para formar oraciones*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

9. Big Book: Big Book Toñita: Working with Words (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

10. Big Book: Big Book: Toñita: Forming Words Game (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita, Palabras Cards*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

11. Big Book: Big Book: Toñita: Dictation (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

12. Big Book: Big Book: Toñita: Working with Syllables (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Pre-Test

Materials: *Sílabas Cards*

UNIT OF STUDY: Palabras con "a-e-i-o"

Continued. . . .

2. Group-Assisted Reading

Materials: *Palabras con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

3. Partner Reading

Materials: *Palabras con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Toñita*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Toñita: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con "a-e-i-o"

Materials: *Word List included in Activities Section*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Guided Practice & Informal Assessment: Reading and Coloring Words

Materials: *Palabras con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Assessment: Word Decoding and Fluency and Progress Evaluation

Materials: *Palabras con "a-e-i-o" Cards*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

9. Remedial Blending Activity #1: Kinesthetic and Auditory Modalities

Materials: *None*

10. Remedial Blending Activity #2: Kinesthetic and Auditory Modalities

Materials: *None*

11. Remedial Blending Activity #3: Kinesthetic, Auditory and Visual Modalities

Materials: *Pocket Chart, Sílabas con "a-e-i-o" Cards*

Independent Small Group

1. Palabras con "a-e-i-o" Handwriting Practice

Materials: *Palabras con "a-e-i-o" para Estudiar en la Casa*

2. Play "Turnover" with the Syllable Cards (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Toñita*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

3. Dictate the Syllables - For the "a-e-i-o" syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Toñita*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

4. Partner Blending Activity

Materials: *Pocket Chart, Sílabas con "a-e-i-o" cards, Palabras con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Partner Reading

Materials: *Palabras con "a-e-i-o" para Estudiar en la Casa*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Palabras Books - Independent Activities

Materials: *Construction Paper*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Group Turnover

Materials: *Toñita: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Partner Turnover

Materials: *Toñita: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

9. Cooperative Learning Activity: Forming Words with the Syllable Cards

Materials: *Las Sílabas de Toñita*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Illustrating the Words

Materials: *Las Sílabas de Toñita*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Palabras con "a-e-i-o" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Palabras con "a-e-i-o" para Estudiar en la Casa

Materials: *Palabras con "a-e-i-o" para Estudiar en la Casa, Formas de Leer*



UNIT OF STUDY: Oraciones con "a-e-i-o"

Week 34 & 35 / Pacing Guide = 5 Days

WHOLE GROUP INSTRUCTION – EXPOSURE

1. **Big Book: Fifi y Miqui: Working with Syllables (Whole-to-Part-to-Whole)**
Materials: *Big Book: Fifi y Miqui*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)
2. **Sentence Activity #1**
Materials: *Toñita: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
3. **Focus on the Whole Word and its Parts**
Materials: *Palabras Cards, Big Book: Toñita*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
4. **Big Book: Toñita: Working with Words (Whole-to-Part-to-Whole)**
Materials: *Big Book: Toñita*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
5. **Big Book: Toñita: Working with Sentences (Whole-to-Part-to-Whole)**
Materials: *Big Book: Toñita, Toñita: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Big Book: Toñita: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)**
Materials: *Big Book: Toñita*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)
7. **Introduce Big Book: Toñita (Whole-to-Part-to-Whole)**
Materials: *Big Book: Toñita*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. **Introducing the Sentences**
Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
2. **Group-Assisted Reading**
Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
3. **Partner Reading**
Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
4. **Sentence Activity #2: Manipulating the Words (Kinesthetic)**
Materials: *Toñita: Palabras para Formar Oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
5. **Spelling/Dictation — Oraciones con "a-e-i-o"**
Materials: *Toñita: Palabras para Formar Oraciones, Sentence List in Activities section*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Guided Practice & Informal Assessment: Reading Sentences**
Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

7. Assessment: Sentence Decoding and Fluency and Progress Monitoring

Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

8. Book Activities

Materials: *Mini Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

9. Cooperative Learning Activity: Making a Big Book

Materials: *Mini Book: Toñita*

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Independent Small Group

1. Oraciones con "a-e-i-o" Handwriting Practice

Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Cooperative Group Activity: Scrambled Sentences

Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Independent Activities

Materials: *Oraciones con "a-e-i-o" para Estudiar en la Casa*

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Oraciones con "a-e-i-o" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Oraciones con "a-e-i-o" para Estudiar en La Casa

Materials: *Oraciones con "a-e-i-o" para Estudiar en La Casa Blackline Masters*



UNIT OF STUDY: Sílabas con "u"

Week 35 / Pacing Guide = 1 Day

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Chant Sílabas con "u"
Materials: *Sílabas con "u" Wall Chart, Sílabas con "u" cards*
2. Activity for Sílabas con "u":
Materials: *Sílabas Flip Chart*
3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "u"*
4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound
Materials: *Hoja de Estudiar: Sílabas con "u"*
5. Phonemic Awareness — Segmentation of Syllables into Phonemes Game
Materials: *Sílabas con "u" Cards, Sílabas con "u" Student Charts*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Testing Progress Monitoring
Materials: *Sílabas con "u" Wall Chart*
2. Guided Practice
Materials: *Sílabas con "u" Student Charts, Sílabas con "u" Wall Chart*
3. Dictado Syllable List #1
Materials: *Sílabas con "u" Student Chart, Syllable List #1 included in Activities section*
4. Dictado Word List #1
Materials: *Sílabas con "u" Student Chart, Word List #1 included in Activities section*
5. Dictado Syllable List #2
Materials: *Sílabas con "u" Student Chart, Syllable List #2 included in Activities section*
6. Dictado Word List #2
Materials: *Sílabas con "u" Student Chart, Word List #2 included in Activities section*

Independent Small Group

1. Sílabas con "u" Handwriting Practice
Materials: *Sílabas con "u" Student Chart*
2. Sílabas con "u" Activities
Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Hoja de Estudiar: Sílabas con "u"
Materials: *Hoja de Estudiar: Sílabas con "u"*



UNIT OF STUDY: Sílabas con "a-e-i-o-u"

Week 35 / Pacing Guide = 1 Day

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Activity for Sílabas Revueltas (a-e-i-o-u):

Materials: *Sílabas Flip Chart*

2. Activity for Sílabas Revueltas

Materials: *Las Sílabas Wall Chart*

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Contrasting "a-e-i-o-u" Syllables

Materials: *Las Sílabas Student Chart*

2. Guided Practice

Materials: *Las Letras que Tienen el Mismo Sonido*

3. Phonemic Awareness — Segmentation of Syllables into Phonemes

Materials: *Sílabas Revueltas "a-e-i-o-u" Student Charts*

4. Dictado Syllable List #1 - Sílabas con "a-e-i-o-u"

Materials: *Las Sílabas Student Charts, Syllable List #1 included below*

5. Dictado Word List #1 - Sílabas con "a-e-i-o-u"

Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*

6. Individual Testing

Materials: *Sílabas con "a-e-i-o-u" Cards*

7. Progress Evaluation

Materials: *Sílabas con "a-e-i-o-u" Cards, Blending Progress Chart*

Independent Small Group

1. Sílabas con "a-e-i-o-u" Handwriting Practice

Materials: *Sílabas Revueltas: "a-e-i-o-u" Student Chart*

2. Sílabas con "a-e-i-o-u" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Sílabas Revueltas: "a-e-i-o-u" Student Chart

Materials: *Sílabas Revueltas: "a-e-i-o-u" Student Chart*



UNIT OF STUDY: Palabras con "a-e-i-o-u"

Week 35 / Pacing Guide = 3 Days

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Introduction to Blending

Materials: *Pocket Chart, Sílabas con "a-e-i-o-u" Cards, Palabras con "a-e-i-o-u" para Estudiar en la Casa*

2. Palabras Con "a-e-i-o-u" Activity #1

Materials: *Pocket Chart, Sílabas con "a-e-i-o-u" Cards, Palabras con "a-e-i-o-u" para Estudiar en la Casa*

3. Palabras Con "a-e-i-o-u" Activity #2

Materials: *Pocket Chart, Sílabas con "a-e-i-o-u" Cards, Palabras con "a-e-i-o-u" para Estudiar en la Casa*

4. Palabras Con "a-e-i-o-u" Activity #3

Materials: *Pocket Chart, Sílabas con "a-e-i-o-u" Cards, Palabras con "a-e-i-o-u" Cards*

5. Palabras Con "a-e-i-o-u" Activity #4: Kinesthetic Blending:
Manipulating Syllables to Form Words

Materials: *Formando Palabras, Sílabas con "a-e-i-o-u" para Formar Palabras*

6. Introduce Big Book: Hugo y la Urraca (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)

7. Big Book: Big Book: Hugo y la Urraca:
Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → Words → Sentences → Book)

8. Big Book: Big Book: Hugo y la Urraca: Working with Sentences (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca, Hugo y la Urraca: Palabras para formar oraciones*
(Book → **Sentences** → Words → Syllables → Words → Sentences → Book)

9. Big Book: Big Book Hugo y la Urraca: Working with Words (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Big Book: Big Book: Hugo y la Urraca: Forming Words Game (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca, Palabras Cards*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Big Book: Big Book: Hugo y la Urraca: Dictation (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

12. Big Book: Big Book: Hugo y la Urraca: Working with Syllables (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Pre-Test

Materials: *Sílabas Cards*

2. Group-Assisted Reading

Materials: *Palabras con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

3. Partner Reading

Materials: *Palabras con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Hugo y la Urraca*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Hugo y la Urraca: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con "a-e-i-o-u"

Materials: *Word List included in Activities Section*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Guided Practice & Informal Assessment: Reading and Coloring Words

Materials: *Palabras con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Assessment: Word Decoding and Fluency and Progress Evaluation

Materials: *Palabras con "a-e-i-o-u" Cards*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

9. Remedial Blending Activity #1: Kinesthetic and Auditory Modalities

Materials: *None*

10. Remedial Blending Activity #2: Kinesthetic and Auditory Modalities

Materials: *None*

11. Remedial Blending Activity #3: Kinesthetic, Auditory and Visual Modalities

Materials: *Pocket Chart, Sílabas con "a-e-i-o-u" Cards*

Independent Small Group

1. Palabras con "a-e-i-o-u" Handwriting Practice

Materials: *Palabras con "a-e-i-o-u" para Estudiar en la Casa*

2. Play "Turnover" with the Syllable Cards (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Hugo y la Urraca*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

3. Dictate the Syllables - For the "a-e-i-o-u" Syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Hugo y la Urraca*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

4. Partner Blending Activity

Materials: *Pocket Chart, Sílabas con "a-e-i-o-u" Cards, Palabras con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Partner Reading

Materials: *Palabras con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Palabras Books - Independent Activities

Materials: *Construction Paper*
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

UNIT OF STUDY: Palabras con "a-e-i-o-u"

Continued. . . .

7. Group Turnover

Materials: *Hugo y la Urraca: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Partner Turnover

Materials: *Hugo y la Urraca: Palabras para formar oraciones*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

9. Cooperative Learning Activity: Forming Words with the Syllable Cards

Materials: *Las Sílabas de Hugo y la Urraca*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Illustrating the Words

Materials: *Las Sílabas de Hugo y la Urraca*

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Palabras con "a-e-i-o-u" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMework

1. Palabras con "a-e-i-o-u" para Estudiar en la Casa

Materials: *Palabras con "a-e-i-o-u" para Estudiar en la Casa, Formas de Leer*



UNIT OF STUDY: Oraciones con "a-e-i-o-u"

Week 36 / Pacing Guide = 3 Days

WHOLE GROUP INSTRUCTION – EXPOSURE

1. **Big Book: Hugo y la Urraca: Working with Syllables (Whole-to-Part-to-Whole)**
Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)
2. **Sentence Activity #1**
Materials: *Hugo y la Urraca: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
3. **Focus on the Whole Word and its Parts**
Materials: *Palabras Cards, Big Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
4. **Big Book: Hugo y la Urraca: Working with Words (Whole-to-Part-to-Whole)**
Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)
5. **Big Book: Hugo y la Urraca: Working with Sentences (Whole-to-Part-to-Whole)**
Materials: *Big Book: Hugo y la Urraca, Hugo y la Urraca: Palabras para formar oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
6. **Big Book: Hugo y la Urraca: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)**
Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)
7. **Introduce Big Book: Hugo y la Urraca : (Whole-to-Part-to-Whole)**
Materials: *Big Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. **Introducing the Sentences**
Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
2. **Group-Assisted Reading**
Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
3. **Partner Reading**
Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
4. **Sentence Activity #2: Manipulating the Words (Kinesthetic)**
Materials: *Hugo y la Urraca: Palabras para Formar Oraciones*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)
5. **Spelling/Dictation — Oraciones con "a-e-i-o-u"**
Materials: *Hugo y la Urraca: Palabras para Formar Oraciones, Sentence List in Activities section*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

UNIT OF STUDY: Oraciones con "a-e-i-o-u"

Continued. . . .

6. Guided Practice & Informal Assessment: Reading Sentences

Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

7. Assessment: Sentence Decoding and Fluency and Progress Monitoring

Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

8. Book Activities

Materials: *Mini Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

9. Cooperative Learning Activity: Making a Big Book

Materials: *Mini Book: Hugo y la Urraca*
(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Independent Small Group

1. Oraciones con "a-e-i-o-u" Handwriting Practice

Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Cooperative Group Activity: Scrambled Sentences

Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Independent Activities

Materials: *Oraciones con "a-e-i-o-u" para Estudiar en la Casa*
(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Oraciones con "a-e-i-o-u" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

HOMEWORK

1. Oraciones con "a-e-i-o-u" para Estudiar en La Casa

Materials: *Oraciones con "a-e-i-o-u" para Estudiar en La Casa Blackline Masters*

Sonidos Activities Section

The Activities section of the K-1 Teachers Guide provides all of the details for the activities for each of the Sonidos segments and Blending sections. If the activity has been previously introduced and directions were provided it will not be listed. Any new Activities or those that change with different segments, instructions will be listed. The Pacing section of the Teacher Guide has a complete list of every activity and the necessary materials.

Estrellita has additional pre-made Games and Activities available for Instructor Lead and Independent Small Group activities sold separately. Additionally, you can find new activities submitted by teachers on the Teacher Portal which is available with Professional Development (on-site or on-line).



UNIT OF STUDY: Introduction to Los Sonidos Iniciales

WEEK 1 & 2 / PACING GUIDE = 10 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Wall Chart Chant

Materials: *Sonidos Iniciales Wall Chart*

On the Sonidos Iniciales Wall Chart, point to and chant the pictures and sounds and have the group repeat. Do this for each of the sounds for the whole chart.

SMALL GROUP DIFFERENTIATION OF INSTRUCTION ACTIVITIES

1. Administer the Placement Test

Materials: *Assessment Component – Instruction Guide, Student Booklet, Assessment App*

Administer the placement test to each student during the first two weeks of class. This will provide you with the information needed to place students into small groups prior to differentiated instruction beginning in Week 3. See the Assessment Instruction Guide for more details.

HOMEWORK

No homework assigned for Weeks 1 & 2

Materials: *Parent Packet in Spanish*

Take this time to make homework folder for each student and copies of the first homework booklet pages 1 – 18.



UNIT OF STUDY: Segment #1: las vocales - o, a, i, u, e

WEEK 3 & 4 / PACING GUIDE = 10 DAYS

WHOLE GROUP INSTRUCTIONS

Exposure - All Sonidos

1. Chant the Chart with Hand Movements

Materials: *Sonidos Iniciales Wall Chart*

Chant with specific hand movements for each picture and sound. Have the children chant the chart while using the hand movements that go with each picture (see page 33 for a detailed description of each hand movement).

2. Chant the Chart with the Matamosca

Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales).*

The purpose of this activity is to help students isolate the sound of the letter from its picture and to be able to say the sounds in a random order. This activity will have different steps or variations. Start using the first one and repeat it every day. After students master the first step, slowly move them to the next one. It is recommended to use the matamoscas every day.

1. Use the matamoscas to isolate the picture and the letter from the rest of the pictures and letters. Always start with something they know, like the "oso - o" combination, and then move to the next letter. Ask students to chant the picture and letter you are isolating with the matamoscas. Once students grasp this concept, start to select letters randomly. For example, start with "oso - o" and move to "mano - m", then to "tortuga - t" and then "vaca - v".
2. The next variation involves just showing the letter sound, without the picture. To do this, rotate your matamoscas 90 degrees and use it to only show the sound. Ask students to chant the sound once. Start with something they know, and select sounds randomly.

To see how this works in the classroom, we recommend watching the video in the Teacher Portal that shows you how to move from step 1 to step 2.

Make this activity a small group activity by creating smaller matamoscas with construction paper and popsicle sticks. Students can use them with their Individual Student Charts inside their Mi Cuaderno de los Sonidos Iniciales.

3. Chant the Chart - Student Lead

Materials: *Sonidos Iniciales Wall Chart*

Select a student to point to each picture and letter as it is being chanted.

4. Sonidos CD: View chart, listen, chant and repeat

Materials: *Sonidos Iniciales Wall Chart, Sonidos Iniciales CD*

Use the Sonidos Iniciales Wall Chart and tracks 4 and 6 of the Sonidos Iniciales CD. In track 4, each picture and sound is chanted, with a pause for students to repeat the chant. Play track 4, having children repeat each picture and sound after it has been chanted. Be sure to point to the picture and then the letter as they are being chanted. You may also wish to select a student to do the pointing during the chant. Additional activities using the CD are listed below.

Sonidos Iniciales CD

There are three activities on the CD. For the first activity, the chart is chanted three times. This introduces the student to the pictures and sounds and provides modeling of the sounds. In the second activity, each picture and sound is chanted, with a pause for students to repeat the chant. In the third activity, only the picture is chanted, with a pause for the students to chant the sound. For the first few days, you should chant first, and have students repeat. Children need to hear the correct sounds modeled.

UNIT OF STUDY: Segment #1: las vocales - o, a, i, u, e

CONTINUED. . . .

- All: o o Move left arm to the left side, move right arm to the right side as each sound is said.
- o o o Move both hands together in front of body and move them up and down in opposite directions as you say each sound.
- oooooooooooo Move both hands above the head and shake them.

Porras (Cheers) Lyrics:

All lyrics can also be found on the Cheer Cards

Segment 1

- o: Sonido o, sonido o, el oso es respetuoso, o, o, o-o-o, ooooooooooooo...
- a: Sonido a, sonido a, el avión es más veloz que un camión, a, a, a-a-a, aaaaaaaaaaaa.
- i: Sonido i, sonido i, el imán de Iván, i, i, i-i-i, iiiiiiiiii...
- u: Sonido u, sonido u, las uvas nutritivas, u, u, u-u-u, uuuuuuuuuuu...
- e: Sonido e, sonido e, la estrella bella, e, e, e-e-e, eeeeeeeeeeee...

Segment 2

- m: Sonido m, sonido m, la mano de un humano, m, m, m-m-m, mmmmmmmmmmm...
- p: Sonido p, sonido p, el pez nada al revés, p, p, p-p-p, ppppppppppp...
- s: Sonido s, sonido s, el sombrero del vaquero, s, s, s-s-s, ssssssssss...
- l: Sonido l, sonido l, la luna se refleja en la laguna, l, l, l-l-l, llllllllll...

Segment 4

- t: Sonido t, sonido t, la tortuga Tatiana es muy anciana, t, t, t-t-t, tttttttttt...
- d: Sonido d, sonido d, con mi dedo apuntar yo puedo, d, d, d-d-d, dddddddddd...
- r: Sonido r, sonido r, el ratón es glotón, r, r, r-r-r, rrrrrrrrrr...
- c (fuerte): Sonido c, sonido c, el conejo se ve en el espejo, c, c, c-c-c, cccccccccc...
- c (suave): Sonido c, sonido c, con el cepillo se peina un chiquillo, c, c, c-c-c, cccccccccc...

Segment 6

- n: Sonido n, sonido n, al nido yo lo cuido, n,n, n-n-n, nnnnnnnnnn...
- f: Sonido f, sonido f, el foco me vuelve loco, f, f, f-f-f, ffffffff...
- b: Sonido b, sonido b, la bandera está afuera, b, b, b-b-b, bbbbbbbbbb...
- j: Sonido j, sonido j, las jirafas usan gafas, j, j, j-j-j, jjjjjjjjj...

Segment 9

- g (suave): Sonido g, sonido g, el gato come de su plato, g, g, g-g-g, gggggggggg...
- g (fuerte): Sonido g, sonido g, los gemelos gentiles, g, g, g-g-g, gggggggggg...
- ch: Sonido ch, sonido ch, ¡que chile tan chiloso!, ch, ch, ch-ch-ch, chchchchchchchchchch...
- ñ: Sonido ñ, sonido ñ, la niña convertida en ñandú, ñ, ñ, ñ-ñ-ñ, ññññññññññ...
- v: Sonido v, sonido v, la vaca blanca, negra y flaca, v, v, v-v-v, vvvvvvvvvv...
- ll: Sonido ll, sonido ll, la llave del auto, ll, ll, ll-ll-ll, ll ll ll ll ll ll ll ll ll...

Segment 11

- qu: Sonido qu, sonido qu, al niño le gusta el queso, qu, qu, qu-qu-qu, ququququququququququ...
- z: Sonido z, sonido z, ¡los zapatos, los zapatos!, z, z, z-z-z, zzzzzzzzzz...
- h: Sonido h, sonido h, la hoja silenciosa, h, h, h-h-h, hhhhhhhhhh...
- y: Sonido y, sonido y, el yo-yo de Yolanda, y, y, y-y-y, yyyyyyyyyy...
- x: Sonido x, sonido x, el xilófono de Sebastián, x, x, x-x-x, xxxxxxxxxxxx...
- k: Sonido k, sonido k, el koala de Mirtala, k, k, k-k-k, kkkkkkkkkk...
- w: Sonido w, sonido w, el billete tiene la cara de Washington, w, w, w-w-w, wwwwwwwwwww...

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

(The following activities are scaffolded and recommend conducting Lessons sequentially)

1. Small Group Chant Chart

Materials: *Sonidos Iniciales Wall Chart*

On the Sonidos Iniciales Wall Chart, point to and chant the pictures and sounds and have the group repeat. Do this for each of the sounds in this segment.

2. Picture and Sounds Chant

Materials: *Picture and Letter Cards*

Using the Picture Cards for Segment 1 (o-a-i-u-e), each student chants the picture and the sound for each one of the cards.

These Picture and Letter cards are packaged separately inside the "Color Coded Pocket Chart Cards" box. Please note that when the Teacher's Guide refers to Picture Cards you are invited to use the side with the picture and when the Teacher's Guide refers to Letter Cards it's because you are invited to use the side with just the letter and no picture. This side is very important to teach/daily monitor the sound in an out of order format.

These cards include sets for each segment as well as duplication of the cards in the review sets. This is necessary in order to provide a complete set of cards for each of the twelve sets of letters (see below). The letter cards are numbered to match the 12 segments in the Mi Cuaderno and the Sonidos Iniciales section of the guide. The cards are color-coded for easy identification. This color-coded system makes it very easy to sort the cards into the appropriate sets. Each set of cards, including the review sets, is represented by a different color and has a "title card".

12 Segments of Picture and Letter Cards:

Picture and Letter Cards, Segment #1: o-a-i-u-e

Picture and Letter Cards, Segment #2: m-p-s-l

Picture and Letter Cards, Segment #3: 1st Column (Review Set)

Picture and Letter Cards, Segment #4: t-d-r-c

Picture and Letter Cards, Segment #5: 1st Column with t-d-r-c (Review Set)

Picture and Letter Cards, Segment #6: n-f-b-j

Picture and Letter Cards, Segment #7: 2nd Column (Review Set)

Picture and Letter Cards, Segment #8: 1st & 2nd Columns (Review Set)

Picture and Letter Cards, Segment #9: 3rd Column

Picture and Letter Cards, Segment #10: 1st, 2nd & 3rd Col. (Review Set)

Picture and Letter Cards, Segment #11: 4th Column

Picture and Letter Cards, Segment #12: All 4 Columns (Review Set)

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Cards: o-a-i-u-e, dictate the name of each picture and have the students write the beginning sound. Dictate the letter sounds from the list below. Circle any letter that students need help with.

u e a i o

Dictate the letter sounds above that are circled (i.e. the ones students needed help with).

Continue to give dictation of these sounds until students are able to write them without help.

UNIT OF STUDY: Segment #1: las vocales - o, a, i, u, e

CONTINUED. . . .

4. Transition from Picture to Sound

Materials: *Picture and Letter Cards*

Using the Picture Cards from Segment 1 (o-a-i-u-e), each student says the sounds of the letters only (no picture names). Encourage students to say just the sound, not the entire chant. The purpose at this point is to help students make the transition from chanting the picture and sound to just saying the sound.

5. Writing Activity: Letter Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the letter sounds from the Letter Cards for Segment 1 in random order.

6. Letter Sounds: Mi Cuaderno

Materials: *Mi Cuaderno de los Sonidos Iniciales*

Refer to Segment 1 in the Mi Cuaderno book (the one with the letters and pictures), cover up the pictures so that only the letters are showing. Have each child read the letter sounds. Allow children to look at the pictures if necessary. When they are able to read the sounds without looking at the pictures, they are ready to be tested. After a child reads the letter sounds to you, instruct him to study the next page (the one with just the letters) while you continue with the other children

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
árbol	ocho	escoba
urraca	uña	anillo
escalera	elefante	olas
oreja	araña	uniforme
insecto	isla	iguana

8. Progress Monitoring

Materials: *Letter Cards (Picture and Letter Cards Set)*

Using the Letter Cards #1, each student says the sounds of the letters, without looking at the chart. (The other children should be studying the Mi Cuaderno with only the letters.) If student is able to correctly read all the sounds from these cards, then he has passed this segment. Place a star over segment #1 on the Sonidos Iniciales Progress Chart and record the date in the date box. Circle the #2 on the Sonidos Iniciales Progress Chart.

Independent Small Group

1. Tracing and Printing Lowercase Letters

Materials: *Writing Blackline Masters*

Make copies of the Tracing and Copying Letters for Segment 1 (o-a-i-u-e). Have students trace and copy each of the letters using the sheets.

2. Paired Activity

Materials: *Mi Cuaderno de los Sonidos Iniciales*

Have children select a partner (or select for them). Instruct children to open their *Mi Cuaderno de los Sonidos Iniciales* to the sheet containing the pictures and letters for the segment they are currently learning. The pair of students should help each other with the following activities.

- The two children chant together the pictures and sounds.
- One child is to point to the picture while chanting only the picture (i.e. "oso, oso..."). The other child is to chant the sound ("...o, o, o"). After doing all the pictures, then they switch (the other child chants the pictures and his partner chants the sounds).

3. Sonidos Iniciales – Segment 1 Activities

Materials: *Mi Cuaderno de los Sonidos Iniciales*

The individual student booklet provides a variety of activities for the Sonidos Iniciales segments. Each book includes simple instructions designed to allow students to conduct activities in pairs or on their own.

HOMEWORK

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

The Parent Packet provides six booklets, one for each of the Sonidos segments. Each booklet follows the objectives outlined in the Sonidos Iniciales section of the Estrellita K-1 Teachers Guide, thereby supplementing classroom instruction. Instructions to the parents appear on every page and are easy to follow. Available separately are supplementary parent packets in English (i.e. instructions in English) for English-speaking parents of children in dual language classrooms.

This segment includes activities from Parent Packet #1.

2. Student Portal

Materials: *Student Portal Instruction Guide, Software program*

The K-1 program includes individual student licenses to the Estrellita Student Portal which provides lessons on the Sonidos Iniciales. Students can utilize this software in the classroom, during computer labs or at home.



UNIT OF STUDY: Segment #2: m, p, s, l

WEEK 5 & 6 / PACING GUIDE = 7 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

1. Chant the Chart with Hand Movement and Matamosca

Materials: *Sonidos Iniciales Wall Chart, Matamoscas (included in your kit), Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales).*

See Segment 1 for activity instructions.

2. Chant the Chart - Student Lead

Materials: Sonidos Iniciales Wall Chart

See Segment 1 for activity instructions.

3. Sonidos CD: View chart, listen, chant and repeat

Materials: Sonidos Iniciales Wall Chart, Sonidos Iniciales CD

See Segment 1 for activity instructions.

4. Chant the Coloring Book

Materials: *Mi Libro de los Sonidos para Colorear*

This activity requires children to differentiate between upper and lowercase letters and as such, serves as a precursor to learning the uppercase letters. Before doing the activity, you should point out to children that each sound has a “big” letter (la letra mayúscula) and a “little” letter (la letra minúscula). Tell children that they are going to be placing their finger on the lowercase letter. Have children open their coloring books to the first page. Together with you, they are to chant the picture and sound. They should place their finger on the picture as it is being chanted and then place their finger on the corresponding lowercase letter as it is being chanted. AS you are chanting, spot check to make sure they are pointing to the correct picture and lowercase letter.

5. Chant Wall Cards

Materials: *Sonidos Iniciales Wall Cards*

These can be used as large flash cards and can be chanted just as the the Sonidos Inicales Wall chart is chanted. Also, individual cards can be distributed to each student and have them chant their own card.

6. Wall Cards Game

Materials: *Sonidos Iniciales Wall Cards, Mi Libro de Sonidos para Colorear*

Using the Wall Cards as a game, form two teams of students. Pass out the Wall Cards to one team while the other team uses a copy of the Mi Libro de Sonidos para Colorear. Have the teams line up so that they are facing each other. Someone from Team #1 is to say the sound from their Mi Libro de Sonidos para Colorear (does not show it to Team #2); then the person from Team #2 who has that card has to hold it up

7. Chant with Sonidos Iniciales Individual Student Charts

Materials: *Mi Cuaderno de los Sonidos Iniciales*

Distribute Mi Cuaderno de los Sonidos Iniciales to each student. Have children chant the pictures and letters from their charts using the Sonidos Iniciales Individual Student Chart. As they chant the picture or letter, they should touch it with their finger. Monitor children to make sure everyone is pointing to the correct picture or letter.

8. Chant each picture and sound to the tune of “Twinkle, Twinkle Little Star”

Materials: *Sonidos Iniciales Wall Chart*

Using the tune “Twinkle, Twinkle, Little Star,” have children chant each picture and sound as

follows: Song: Twin kle twin kle lit tle star "oso": O so o so o o o "mano": Ma no ma no m m m
Song: I won der what you are "oso": O o o o o o "mano": m n m m m m

9. Listen to the picture portion of the chant and complete the sound portion

Materials: *Sonidos Iniciales Wall Chart*

Using the *Sonidos Iniciales Wall Chart* and the *Sonidos Iniciales CD*, play track 6. Children will listen to the picture being chanted on the tape. Then, there will be a pause during which they will complete the sound part of the chant.

Scaffolding – Sonidos Segment Specific

1. Chant Segment 2 with Hand Movements and Motomosca

Materials: *Sonidos Iniciales Wall Chart*, *Matamoscas (included in your kit)*, *Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*.

See Segment 1 for activity instructions.

2. Riddles

Materials: *Sonidos Iniciales Wall Chart*, *Riddles Cards*, *Estrellita objects*, *Letter to Request Objects (available in English and Spanish)*

1. Display the *Sonidos Iniciales Wall Chart* so it is visible to students.
2. Read the riddle or riddles and have students identify which object goes with the riddle. Have a student point to the picture on the chart that represents that object.
3. After you have done this a number of times and children begin to memorize the riddles, select individual students to tell the riddle to the class.

3. Story-telling with Puppets (for each letter)

Materials: *Stories and Cheers Cards*, *Set of Puppets*

Use the segment specific puppets for each small group. For each story in the segment, use the puppet to tell the story to the children. Students repeat the story with their puppets as you reread it in phrases. Working in pairs, students use their puppets to retell the story to each other.

4. Porras (Cheers)

Materials: *Pom-Pom (included in your kit)* and *Student-Made Pom-Poms*, *Stories and Cheers Cards*, *Porras (Cheers) CD*, *Sonidos Iniciales Wall Cards*.

See Segment 1 for activity instructions.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

1. Small Group Chant Chart with Matamosca

Materials: *Sonidos Iniciales Wall Chart*, *Matamoscas (included in your kit)*, *Sonidos Iniciales Individual Student Charts (inside Mi Cuaderno de los Sonidos Iniciales)*.

See Segment 1 for activity instructions

2. Picture and Sounds Chant

Materials: *Picture and Letter Cards*

Using the *Picture Cards* for Segment 2 (m-p-s-l), each student chants the picture and the sound for each one of the cards.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the *Picture Cards*: m-p-s-l, dictate the name of each picture and have the students write

UNIT OF STUDY: Segment #2: m, p, s, l

CONTINUED. . . .

the beginning sound.

Note: Show children the small “c” and “z” under the “s” on the Sonidos Iniciales Wall Chart. Remind them that these three letters all have the same sound and they have to write all three letters when they hear that sound for writing activities.

4. Transition from Picture to Sound

Materials: *Picture and Letter Cards*

Using the Picture Cards from Segment 2 (m-p-s-l), each student says the sounds of the letters only (no picture names). Encourage students to say just the sound, not the entire chant. The purpose at this point is to help students make the transition from chanting the picture and sound to just saying the sound.

5. Writing Activity: Letter Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the letter sounds from the Letter Cards for Segment 2 in random order.

Note: For “s”, students must write all three letters: s, c and z.

6. Letter Sounds: Mi Cuaderno

Materials: *Mi Cuaderno de los Sonidos Iniciales*

Refer to Segment 2 in the Mi Cuaderno book (the one with the letters and pictures), cover up the pictures so that only the letters are showing. Have each child read the letter sounds. Allow children to look at the pictures if necessary. When they are able to read the sounds without looking at the pictures, they are ready to be tested. After a child reads the letter sounds to you, instruct him to study the next page (the one with just the letters) while you continue with the other children.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
loma	*sala (c, z)	lámpara
*soda (c, z)	mapa	mariposa
escalera	pala	*sapo (c, z)
insecto	lechuga	paloma

*For words with “s”, students must write all three letters: s, c and z.

8. Progress Monitoring

Materials: *Letter Cards (Picture and Letter Cards Set)*

Using the Letter Cards #2, each student says the sounds of the letters, without looking at the chart. (The other children should be studying the Mi Cuaderno with only the letters.) If student is able to correctly read all the sounds from these cards, then he has passed this segment. Place a star over segment #2 on the Sonidos Iniciales Progress Chart and record the date in the date box. Circle the #3 on the Sonidos Iniciales Progress Chart.

Independent Small Group

1. Tracing and Printing Lowercase Letters

Materials: *Writing Blackline Masters*

Make copies of the Tracing and Copying Letters for Segment 2 (m,p,s,l). Have students trace and copy each of the letters using the sheets.

2. Paired Activity

Materials: *Mi Cuaderno de los Sonidos Iniciales*

Have children select a partner (or select for them). Instruct children to open their *Mi Cuaderno de los Sonidos Iniciales* to the sheet containing the pictures and letters for the segment they are currently learning. The pair of students should help each other with the following activities.

- The two children chant together the pictures and sounds.
- One child is to point to the picture while chanting only the picture (i.e. “oso, oso...”). The other child is to chant the sound (“...o, o, o”). After doing all the pictures, then they switch (the other child chants the pictures and his partner chants the sounds).

3. Mini Matamoscas

Materials: *Mi Cuaderno de Los Sonidos Iniciales, Mini Matamoscas*

Create small matamoscas using construction paper and popsicle sticks. Students will practice chanting with their individual Student Charts inside their *Mi Cuaderno de los Sonidos Iniciales*. As students progress through the segments, they can use their mini matamoscas with each segment as well.

4. Story Telling

Materials: *Estrellita stories, Puppets (cardstock copies of Mi Libro de los Sonidos para Colorear and popsicle sticks or paper bags)*

As introduced in whole group, students will use their segment specific puppets to retell the *Estrellita* stories.

5. Foldables

Materials: *Mi Cuaderno de los Sonidos Iniciales Booklet, one sheet of paper (8.5x11)*

Have students take the paper and fold it horizontally and then fold again and once more. This will create 8 spaces for students to work on each side of the paper. On the right hand side of the paper, students will write the sound they are working on in their segment. On the left hand side, students will draw objects that begin with that sound. As students progress, they can write in the names of the objects they are drawing.

6. Listening Center

Materials: *Sonidos Iniciales CD or Canciones de Estrellita*

Students can listen to the *Sonidos Iniciales* chant and practice chanting the sounds in the chart. Students can also listen to a song on the *Canciones de Estrellita* and draw the sound that the story is about as well as create an illustration of the song to check for comprehension.

7. Sonidos Iniciales – Segment 2 Activities

Materials: *Mi Cuaderno de los Sonidos Iniciales*

The individual student booklet provides a variety of activities for the *Sonidos Iniciales* segments. Each book includes simple instructions designed to allow students to conduct activities in pairs or on their own.

HOMework

1. Parent Packet in Spanish: Sonidos

Materials: *Parent Packet in Spanish (or supplementary English version)*

This segment includes activities from Parent Packet #2.

2. Student Portal

Materials: *Student Portal Instruction Guide, Software Program*

Activities from Segment 2.



UNIT OF STUDY: Segment #3: Repaso - Segment 1 & 2

WEEK 6 & 7 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Note: Remind children that the “s”, “c” and “z” all have the same sound and they have to write all three letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*


Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
escuela	último	ojo
melón	*silla (c, z)	*seis (c, z)
abanico	indio	espejo
puerta	manzana	montaña
usted	ardilla	iglesia
limón	leche	pájaro
oveja	espinas	abeja
*serrucho (c, z)	olla	león
iglú	piano	urraca

*For words with “s”, students must write all three letters: s, c and z.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.


Independent Small Group**Activities 1 - 7**

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.

HOMEWORK**Activities 1 - 2**

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 3.



UNIT OF STUDY: Segment #4: t, d, r, c

WEEK 7 & 8 / PACING GUIDE = 7 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

To chant the Sílabas con "a," you simply place your finger under the "m" while saying the sound. Then, slide your finger over to the "a" while saying its sound. Then, slide your finger under both the "m" and "a" while saying "ma, ma, ma". The chant, then, is "m, a, ma, ma, ma". Have children listen and watch while you do this. This is important. Do not allow them to repeat with you. It is important that they process this orally and visually. You then repeat the process having children chant with you. Do this for each syllable on the Sílabas con "a" Wall Chart. After chanting each of the syllables on the chart, read through all the syllables once with students reading along with you. Vary the order each day so students don't memorize the syllables; go across, down, up and diagonally.

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Using the Sonidos Iniciales Wall Chart, point out the following to the children:

Hard and soft "c"

- Explain to children that the letter "c" has a hard and soft sound (the "c" of "conejo" and the "c" of "cepillo").

s, c suave, z

- Show children the small "c" and "z" under the "s", the small "s" and "z" under the "c" and the small "s" and "c" under the "z". Remind them that these three letters all have the same sound and they have to write all three letters when they hear that sound.

c fuerte, qu

- Show children the small "qu" under the "c" of "conejo" and the small "c" under the "qu". Remind them that these two letters have the same sound and they have to write both letters when they hear that sound.
- Tell them that the "q" is always accompanied by "u" and is never found in words by itself. When the "q" is dictated, students must write the "u" with it.
- Also, point to the "k" and tell students that this letter also has the same sound, but it is hardly ever used in Spanish, so they will not be required to write it.

r, rr

- Show children the small double r under “r” on the Sonidos Iniciales Wall Chart. Tell them that “rr” has the same sound as “r” (e.g. when the “r” occurs at the beginning of a word), but that words never begin with “rr”. Since they are writing only the initial sounds, they will not be required to write “rr”.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
*copa (qu)	*cicatriz (s, z)	*cuna (qu)
doctor	rama	reloj
ala	dulces	*cerrar (s, z)
*cisne (s, z)	toro	dinero
ropa	*café (qu)	televisión

*For words with “c suave”, students must write all three letters: s, c and z.
For words with “c fuerte”, students must write both letters: c and qu.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.

HOMework

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 4.



UNIT OF STUDY: Segment #5: Repaso

WEEK 8 & 9 / PACING GUIDE = 6 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

The activities that follow are all oral. Their purpose is to provide children with practice in "hearing" the parts of a word by clapping out the syllables.

Use any two-syllable words to model this process. Repeat for each word used.

- Say the word.
- Say the word again while clapping out the syllables.
- Tell the children that each time we clap, that is called a "sílabas".
- Tell students to count how many times we clap and that will tell them how many syllables the word has.
- Say the word again, this time having the children clap out the syllables with you.

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Remind children that:

- "s", "c", and "z" all have the same sound and they have to write all three letters when they hear that sound.
- "c fuerte" and "qu" have the same sound and they have to write both letters when they hear that sound. Also, "q" must be followed by "u".

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1

puerta
 taza
 escuela
 *serrucho (c, z)
 melón
 abanico
 lechuga
 *calabaza (qu)
 iglú
 usted
 rey
 dedo
 oveja

List #2

indio
 dientes
 ardilla
 espinas
 radio
 manzana
 olla
 teléfono
 leche
 *caballo (qu)
 urraca
 *cine (s, z)
 piano

List #3

tambor
 espejo
 *cuatro (qu)
 último
 dedal
 ojo
 montaña
 pájaro
 ala
 *centavo (s, z)
 iglesia
 rastrillo
 león

*For words with "s" or "c suave", students must write all three letters: s, c and z.
 For words with "c fuerte", students must write both letters: c and qu.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.

Independent Small Group**Activities 1 - 7**

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.

HOMEWORK**Activities 1 - 2**

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 5.



UNIT OF STUDY: Segment #6: n, f, b, j

WEEK 10 / PACING GUIDE = 4 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

Start with any two-syllable words and do the following for each word. After doing this with two syllable words, then use words with more syllables. Continue with this activity until children understand the process. Encourage the children to volunteer words to use for this activity.

- Say the word.
- Say the word again and have children clap out the syllables together with you.
- Ask children to hold up the number of fingers to indicate how many syllables the word has.
- Identifying Syllables by Number: Start with any two-syllable words and do the following for each word. After doing this with two syllable words, use words with three syllables, then four. Continue with this activity until children understand the process. Encourage the children to volunteer words to use for this activity.
- Say the word.

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Show children the small "v" under the "b" on the Sonidos Iniciales Wall Chart. Remind them that these two letters both have the same sound and they have to write both letters when they hear that sound. Show children the small "g" under the "j" on the Sonidos Iniciales Wall Chart. Remind them that these two letters both have the same sound and they have to write both letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.

7. Writing Activity: Word Beginning Sound Dictado

Materials: Picture and Letter Cards

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1

foto

nudo

*jinete

*boca (v)

List #2

noche

*bote (v)

(g) florero

*jugo (g)

List #3

*jirafa (g)

*bicicleta (v)

fantasma

niña

*For words with "b", students must write both letters: b and v.

For words with "j", students must write both letters: j and g.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 6.



UNIT OF STUDY: Segment #7: Repaso - Segment 4 & 6

WEEK 10 & 11 / PACING GUIDE = 4 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

Start with any two-syllable words and do the following for each word. After doing this with two syllable words, then use words with more syllables. Continue with this activity until children understand the process. Encourage the children to volunteer words to use for this activity.

- Say the word.
- Say the word again and have children clap out the syllables together with you.
- Ask children to hold up the number of fingers to indicate how many syllables the word has.
- Identifying Syllables by Number: Start with any two-syllable words and do the following for each word. After doing this with two syllable words, use words with three syllables, then four. Continue with this activity until children understand the process. Encourage the children to volunteer words to use for this activity.
- Say the word.

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Remind children that:

- "s", "c", and "z" all have the same sound and they have to write all three letters when they hear that sound.
- "c fuerte" and "qu" have the same sound and they have to write both letters when they hear that sound. Also, "q" must be followed by "u".
- "b" and "v" both have the same sound and they have to write both letters when they hear that sound.
- "j" and "g" both have the same sound and they have to write both letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
taza	*caballo (qu)	*centavo (s, z)
*ballena (v)	números	novia
*cenicero (s, z)	radio	dedal
*jabón (g)	fútbol	*jarra (g)
*calabaza (qu)	*cine (s, z)	tambor
fuente	*burro (v)	falda
rey	teléfono	*cuatro (qu)
nariz	*jamón (g)	*barril (v)
dedo	dientes	rastrillo

*For words with "c suave", students must write all three letters: s, c and z.

For words with "c fuerte", students must write both letters: c and qu.

For words with "b", students must write both letters: b and v.

For words with "j", students must write both letters: j and g.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 7.



UNIT OF STUDY: Segment #8: Repaso - Segment 1, 2, 4 & 6

WEEK 11 & 12 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic

Materials: *Palabras con "a" para Estudiar en la Casa*

Start with two-syllable "a" words (refer to the book entitled *Palabras con "a" para Estudiar en la Casa* for a list of "a" words) and do the following for each word. After doing this with two syllable words, use words with three syllables, then four. Continue with this activity until children understand the process.

- Say the word.
- Say the word again and have children clap out the syllables together with you.
- Ask children to hold up the number of fingers to indicate how many syllables the word has.
- Say the word again slowly and ask them what the first syllable is.
- Say the word again slowly and ask them what the second syllable is (repeat step for each additional syllable).
- Select as many students as there are syllables and have them stand up (i.e. if the word has two syllables, select two students, if it has three syllables, select three students, and so on).
- Put them in a row facing the group. Tell them that they each are going to be one of the syllables and they have to say their name (i.e. the syllable). Say the word (i.e. "mala"), point to the first child, he says "ma", point to the second child, he says "la", point to both children and they say the whole word.

Scaffolding - Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.

SMALL GROUPS - DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Remind children that:

- “s”, “c”, and “z” all have the same sound and they have to write all three letters when they hear that sound.
- “c fuerte” and “qu” have the same sound and they have to write both letters when they hear that sound. Also, “q” must be followed by “u”.
- “b” and “v” both have the same sound and they have to write both letters when they hear that sound.
- “j” and “g” both have the same sound and they have to write both letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
león	ardilla	dedo
falda	números	oveja
*centavo (s, z)	piano	naríz
iglesia	fútbol	melón
rastrillo	indio	rey
ala	urraca	usted
novia	*caballo (qu)	fuelle
pájaro	leche	iglú
*jarra (g)	télefono	*calabaza (qu)
montaña	olla	lechuga
*barril (v)	*jamón (g)	*jabón (g)
ojo	manzana	abanico
dedal	radio	*serrucho (c, z)
uva	espinas	*ballena (v)
*cuatro (qu)	*burro (v)	escuela
espejo	*silla (c, z)	taza
tambor	dientes	puerta

*For words with “s” and “c suave”, students must write all three letters: s, c and z.

For words with “c fuerte”, students must write both letters: c and qu.

For words with “b”, students must write both letters: b and v.

For words with “j”, students must write both letters: j and g.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.

UNIT OF STUDY: Segment #8: Repaso - Segment 1, 2, 4 & 6

CONTINUED. . . .

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 8.



UNIT OF STUDY: Segment #9: g, ch, ñ, ll

WEEK 12 & 13 / PACING GUIDE = 7 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic

Materials: *Palabras con "a" para Estudiar en la Casa*

14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1

Materials: *Palabras con "a" para Estudiar en la Casa*

Keep in mind that you are teaching for exposure, not mastery. All of this is in preparation for the Blending component. The important thing to remember is that each child will internalize what he is capable of at the time. Thus, many of your students will internalize this whole process and will be ready to decode words by the time you finish the sonidos iniciales!

Visual Activity #1

Start with two-syllable "a" words (refer to the book entitled *Palabras con "a" para Estudiar en la Casa* for a list of "a" words) and do the following for each word. After doing this with two syllable words, use words with three syllables, then four. Continue with this activity until children understand the process.

- Say the word.
- Say the word again and have children clap out the syllables together with you.
- Ask children to hold up the number of fingers to indicate how many syllables the word has.
- Say the word again slowly and ask them what the first syllable is. Write it on the board with colored chalk.
- Say the word again slowly and ask them what the second syllable is. Write it next to the first one using a different-colored chalk (repeat step for each additional syllable and alternate colors: i.e. red, green, red, etc.).

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.

UNIT OF STUDY: Segment #9: g, ch, ñ, ll

CONTINUED. . . .

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Using the Sonidos Iniciales Wall Chart, point out the following to the children.

Hard and soft "g"

- Explain to children that the letter "g" has a hard and soft sound. The "g" of "gemelos" is "hard" and the "g" of "gato" is soft.

g fuerte and j

- Show children the small "c" and "z" under the "s", the small "s" and "z" under the "c" and the small "s" and "c" under the "z". Remind them that these three letters all have the same sound and they have to write all three letters when they hear that sound.

c fuerte, qu

- Show children the small "j" under the "g fuerte". Remind them that these letters both have the same sound and they have to write both letters when they hear that sound.

v and b

- Show children the small "b" under the "v" on the Sonidos Iniciales Wall Chart. Remind them that these two letters both have the same sound and they have to write both letters when they hear that sound. ll and y.
- Show children the small "y" under the "ll" on the Sonidos Iniciales Wall Chart. Remind them that these two letters both have the same sound and they have to write both letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1

cheque
*gelatina (j)
ñeque
*llama (y)
guante
*vamos (b)

List #2

*vino (b)
choza
*lluvia (y)
galleta
*gitano (j)
ñapa

List #3

*gente (j)
*vestido (b)
gallina
ñame
*llanta (y)
chaleco


*For words with "g fuerte", students must write both letters: g and j.

For words with "v", students must write both letters: v and b.

For words with "ll", students must write both letters: ll and y. *For words with "j", students must write both letters: j and g.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.



Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 9.



UNIT OF STUDY: Segment #10: Repaso – Segment 1, 2, 4 & 6

WEEK 14 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.

10. Preparatory Blending Activity: Chanting the Sílabas con “a”

Materials: *Sílabas con “a” Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic

Materials: *Palabras con “a’ para Estudiar en la Casa*

14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1

Materials: *Palabras con “a’ para Estudiar en la Casa*

15. Preparatory Blending Activities: Blending Syllables Using the Visual Modality: Activity #2

Materials: *Palabras Cards from Papá, Mamá y Ana, Pocket Chart Syllable Cards*

1. You will need the Palabras Cards from Papá, Mamá y Ana. Do not use the “y” card. You will also need the Color-coded Pocket Chart Syllable Cards from Papá, Mamá y Ana.
2. Distribute the word and syllable cards to the students, giving each student one card. (If you have a small number of students, some students may have two or more cards.)
3. Do the following for each word. It is suggested that you start with two-syllable words and work up to three and four. » Say the word. The child with that word comes to the front and holds up the word card for everyone to see. » Say the word again and have children clap out the syllables while you point to each syllable on the word as you are saying it. Ask children to hold up the number of fingers to indicate how many syllables the word has.

Say the word again slowly and ask students what the first syllable is. The child who has that syllable must come to the front and stand by the child with the word (if extra help is needed, have a child point to the syllable on the word card). Repeat step for each syllable until the word has been formed. » Point to each syllable and have the children read them. Then point to the word while asking “¿Qué palabra hacen las sílabas?” and have children read the word.

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Remind children that:

- “s”, “c”, and “z” all have the same sound and they have to write all three letters when they hear that sound.
- “c fuerte” and “qu” have the same sound and they have to write both letters when they hear that sound. Also, “q” must be followed by “u”.
- “b” and “v” both have the same sound and they have to write both letters when they hear that sound.
- “ll” and “y” both have the same sound and they have to write both letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
chicle	dientes	tambor
puerta	*silla (c, z)	espejo
taza	*burro (v)	*cuatro (qu)
escuela	gallina	*llevar (y)
*violín (b)	espinas	abeja
*cenicero (s, z)	radio	dedal
*llave (y)	manzana	ojo
abanico	*jamón (g)	*gigante (j)
*girasol (j)	olla	montaña
lechuga	teléfono	*víbora (b)
*calabaza (qu)	chimenea	pájaro
iglú	leche	novia
fuente	*caballo (qu)	usa
ñame	urraca	chorizo
usted	ñoñería	rastrillo
rey	indio	iglesia
melón	fútbol	*centavo (s, z)
nariz	piano	gallo
gorra	números	falda
oveja	*llorar (y)	león
dedo	ardilla	ñame

*For words with “s” and “c suave”, students must write all three letters: s, c and z.

For words with “c fuerte”, students must write both letters: c and qu.

For words with “v” or “b”, students must write both letters: b and v.

For words with “g” fuerte or “j”, students must write both letters: j and g.

For “ll”, students must write both letters: ll and y.

UNIT OF STUDY: Segment #10: Repaso - Segment 1, 2, 4 & 6

CONTINUED. . . .

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 10.



UNIT OF STUDY: Segment #11: qu, z, h, y, x, k, w

WEEK 15 & 16 / PACING GUIDE = 6 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality: Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality: From Auditory to Kinesthetic

Materials: *Palabras con "a" para Estudiar en la Casa*

14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1

Materials: *Palabras con "a" para Estudiar en la Casa*

15. Preparatory Blending Activities: Blending Syllables Using the Visual Modality: Activity #2

Materials: *Palabras Cards from Papá, Mamá y Ana, Pocket Chart Syllable Cards*

Scaffolding – Sonidos Segment Specific

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Using the Sonidos Iniciales Wall Chart, point out the following to the children.

"qu"

- Show children the small "c" under the "qu" of "queso" on the Sonidos Iniciales Wall Chart. Remind them that these two letters have the same sound and they have to write both letters when they hear that sound.
- Remind them that the "q" is always accompanied by "u"; it is never found in words by itself. When the "q" is dictated, students must write the "u" with it.

z, c suave, s

- Show children the small "s" and "c" under the "z" on the Sonidos Iniciales Wall Chart. Remind them that these three letters all have the same sound and they have to write all three letters when they hear that sound.

UNIT OF STUDY: Segment #11: qu, z, h, y, x, k, w

CONTINUED. . . .

y and ll

- Show children the small “y” and “ll” on the Sonidos Iniciales Wall Chart. Remind them that these three letters all have the same sound and they have to write all three letters when they hear that sound.

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.

7. Writing Activity: Word Beginning Sound Dictado

Materials: Picture and Letter Cards

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1

yate (ll)

*quebrar (c)

*zanahoria (s,c)

huevo

List #2

*yema (ll)

humo

*zorro (s, c)

*quince (c)

List #3

hueso

*yeso (ll)

*zancudo (s, c)

*quinto (c)

*For words with “qu”, students must write both letters: qu and c.

For words with “z”, students must write all three letters: z, c and s.

For words with “h”, students that the word begins with “ muda”.

For words with “y”, students must write both letters: y and ll.

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 11.



UNIT OF STUDY: Segment #12: Repaso - Segment 1,2,4,6 & 9

WEEK 16 / PACING GUIDE = 4 DAYS

WHOLE GROUP INSTRUCTION

Exposure - All Sonidos

Activities 1 - 9

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

10. Preparatory Blending Activity: Chanting the Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

11. Preparatory Blending Syllables Using the Auditory Modality: Modeling

Materials: *Palabras Cards or any two Syllable Words*

12. Preparatory Blending Activity: Blending Syllables Using the Auditory Modality:
Counting the Syllables

Materials: *Palabras Cards or any multiple Syllable Words*

13. Preparatory Blending Activity: Blending Syllables Using the Kinesthetic Modality:
From Auditory to Kinesthetic

Materials: *Palabras con "a" para Estudiar en la Casa*

14. Preparatory Blending Activity: Blending Syllables Using the Visual Modality: Activity #1

Materials: *Palabras con "a" para Estudiar en la Casa*

15. Preparatory Blending Activities: Blending Syllables Using the Visual Modality: Activity #2

Materials: *Palabras Cards from Papá, Mamá y Ana, Pocket Chart Syllable Cards*

Scaffolding – Sonidos Segment Specific

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

SMALL GROUPS – DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Groups

Activities 1 - 4

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

3. Writing Activity: Picture Card Dictado

Materials: *Picture and Letter Cards*

Using the Picture Card for this segment, dictate the name of each picture and have the students write the beginning sound.

Remind children that:

- "s", "c", and "z" all have the same sound and they have to write all three letters when they hear that sound.
- "c fuerte" and "qu" have the same sound and they have to write both letters when they hear that sound. Also, "q" must be followed by "u".
- "b" and "v" both have the same sound and they have to write both letters when they hear that sound.
- "j" and "g" both have the same sound and they have to write both letters when they hear that sound.
- "ll" and "y" both have the same sound and they have to write both letters when they hear that sound.

UNIT OF STUDY: Segment #12: Repaso – Segment 1,2,4,6 & 9

CONTINUED. . . .

Activities 4 - 6

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

7. Writing Activity: Word Beginning Sound Dictado

Materials: *Picture and Letter Cards*

Dictate the words from one of the lists below and have the students write the beginning sounds (encourage them to write as much of the word as they can). Continue with the other lists only if more practice is needed.

List #1	List #2	List #3
ñono	ardilla	dedo
león	números	oveja
falda	piano	gorra
*quebrar (c)	fútbol	nariz
gallo	indio	melón
llevar (y)	ñame	rey
rastrillo	urraca	quejarse (c)
chorizo	caballo (qu)	ñame
novia	leche	fuente
pájaro	chimenea	yegua (ll)
espejo	oveja	iglú
montaña	teléfono	lechuga
zancudo (s, c)	jamón (g)	zorillo (s, c)
barril (v)	hacha	abanico
gigante (j)	manzana	hebilla
ojo	ventana (b)	ballena (v)
hueso	radio	escuela
dedal	espinas	taza
abeja	gallina	puerta
tambor	yeso (ll)	chicle
insecto	silla (c, z)	jitomate (g)
útil	dientes	usa

*For words with “z”, “s” and “c suave”, students must write all three letters: s, c and z.

For words with “qu” and “c fuerte”, students must write both letters: qu and c.

For words with “b” and “v”, students must write both letters: b and v.

For words with “j” and “g”, students must write both letters: j and g.

For words with “ll” and “y”, students must write both letters: ll and y.

For words with “h”, tell students that the word begins with “h muda”

Activities 8

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

Independent Small Group

Activities 1 - 7

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

HOMEWORK

Activities 1 - 2

Reference Segment 2 Activities in the previous section, however, use the materials for Segment 12.

Blending Activities Section



UNIT OF STUDY: Sílabas con "a"

WEEK 17 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTIONS

1. Chant Sílabas con "a"

Materials: *Sílabas con "a" Wall Chart*

To chant the Sílabas con "a,, you simply place your finger under the "m" while saying the sound. Then, slide your finger over to the "a" while saying its sound. Then, slide your finger under both the "m" and "a" while saying "ma, ma, ma". The chant, then, is "m, a, ma, ma, ma". Have children listen and watch while you do this. This is important. Do not allow them to repeat with you. It is important that they process this orally and visually. You then repeat the process having children chant with you. Do this for each syllable on the Sílabas con "a" Wall Chart. After chanting each of the syllables on the chart, read through all the syllables once with students reading along with you. Vary the order each day so students don't memorize the syllables; go across, down, up and diagonally.

2. Activity for Sílabas con "a":

Materials: *Sílabas Flip Chart*

- a) Hold the flip chart up so children can see it.
- b) Turn the cover over to expose "ma."
- c) Point to the "m" and have children read the sound. Point to the "a" and have children read the sound. Underline the syllable with your finger and have children read the syllable. Turn the "m" over and repeat the process for "p." Repeat for the rest of the consonants.

Note: Point out to children the "X" over the "qua," "quo" and "quu" on the "qu" page. Explain to them that the "qu" cannot be used with "a," "o" or "u." It can only be used with "e" and "i."

3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "a"*

Syllables with Consonants that Hold their Sound

ma	na	lla
sa	Fa	za
La	ja	ya
ra	ña	

Note: The consonants in the above syllables are capable of holding their sound, thus facilitating the blending process.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "m" on the board and have students say the sound. Write "a" underneath and have students say the sound. Then, write "ma" together. Place your finger under the "m" while making the "m" sound. Slide your finger under the "a," blending together the "a" sound with the "m" sound. Have the group say "ma." Then have each individual student read the syllable.
- Have students copy "ma" onto their paper or individual chalkboards. Together with you, have them place their finger under the "m" while making the "m" sound and then sliding their finger under the "a", blending together the "a" sound with the "m" sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the "m" while saying its sound, then sliding finger under the "a", blending together the "a" sound with the "m" sound.

UNIT OF STUDY: Sílabas con "a"

CONTINUED. . . .

4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "a"*

Syllables with Consonants that Cannot their Sound

pa	ca	cha
ta	ba	va
da	ga	ha

Note: The consonants in the above syllables are not capable of holding their sound, thus making the blending process more difficult. The "h" is included here because it has no sound.

ca, ga

When teaching "ca" and "ga", explain to students that when combined with "a", the "c" is pronounced "hard" as in "conejo" and the "g" is pronounced "soft" as in "gato". Don't expect mastery of this, just exposure.

ha

When teaching "ha", remind students that the "h" is not pronounced.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Cannot Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "p" on the board and have students say the sound. Write "a" underneath and have students say the sound. Then, write "pa" together. Place your finger under the "p" while making the "p" sound. Slide your finger under the "a", blending together the "a" sound with the "p" sound. Have the group say "pa". Then have each individual student read the syllable.
- Have students copy "pa" onto their paper or individual chalkboards. Together with you, have them place their finger under the "p" while making the "p" sound and then sliding their finger under the "a", blending together the "a" sound with the "p" sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the "p" while saying its sound, then sliding finger under the "a", blending together the "a" sound with the "p" sound.

5. Phonemic Awareness — Segmentation of Syllables into Phonemes Game

Materials: *Sílabas con "a" Cards, Sílabas con "a" Student Charts*

Select a Sílabas con "a" Card, slowly articulate the sounds in each syllable, and have children guess what the syllable is. Allow the children to have their Sílabas con "a" Student Charts in front of them.

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Testing Progress Monitoring

Materials: *Sílabas con "a" Wall Chart, Sílabas con "a" Cards*

Conduct a Pre-test for each child. Randomly point to six or seven syllables from the Sílabas con "a" Wall Chart and have the student identify each one. If the student is able to correctly read the syllables, then they are ready to proceed to the Individual Testing section. Have each student read all the syllables from the Sílabas con "a" cards. If they are able to read all the Sílabas con "a" with ease or with some ease they have passed this section. Record the date mastered on the Blending Progress Chart and place the student in the appropriate small group.

If they were not able to pass the pre-test or the individual test, you may wish to repeat some of the activities in this section.

2. Guided Practice

Materials: *Sílabas con "a" Student Charts, Sílabas con "a" Wall Chart*

Pass out a *Sílabas con "a" Student Chart* to each student. Then slowly pronounce random syllables, having students find each syllable and place their finger on it. Be sure to check each student to see that he is pointing to the correct syllable.

Note: For syllables with double spellings (sa-za, ba-va and lla-ya), make sure that students point to both syllables.

Group reads together all the syllables from the *Sílabas con "a" Wall Chart*.

Call on each student to read a few of the syllables from the wall chart as you point to them.

3. Modeling the Dictation Process

Materials: *Syllable List #1 below*

Write two lines on a whiteboard, chalkboard, tablet, etc. and slowly say "ma". Ask children what sound they hear first and write that letter ("m") on the first line: m. Repeat the syllable, asking students what sound they hear after the "m" sound. Write that letter ("a") on the second line: m a. Repeat this process with other syllables from List #1.

Write two lines, as above. Call on students to write a syllable on the two lines as you say it (selecting various syllables from Syllable List #1). Proceed to the next step only when you are sure that everyone in the group understands this procedure.

4. Dictado Syllable List #1- Sílabas con "a"

Materials: *Sílabas con "a" Student Chart, Syllable List #1 below*

Syllable List #1

la	ra	fa	ña
ga	ta	cha	ja
pa	na	ma	ha
da	ca		

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate "ha", you will need to tell children that it begins with "h muda".

Write "ga", "ja" and "ca" on the board. Review the following points with your students.

ga

"g" is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

ja

Can only be spelled this way. You cannot write "ja" as "ga" because the "g" is always pronounced soft with the "a".

ca

"c" is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u." w
Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their *Sílabas con "a" Student Charts* or the wall chart during the dictation.

Note: The syllables from List #1 can only be written one way. When you dictate "ha", you will need to tell children that it begins with "h muda".

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on

UNIT OF STUDY: Sílabas con "a"

CONTINUED. . . .

the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Sílabas con "a" student charts or the wall chart during the dictation.

5. Dictado Word List #1 - Sílabas con "a"

Materials: *Sílabas con "a" Student Chart, Word List #1 below*

Make sure each student has a Sílabas con "a" student chart. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #1

rana	lado	nada	jamón
tambor	hacha	chamaco	fácil
malo	pato	gallina	ñandú
cazuela	dado	ñandú	

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Sílabas con "a" Student Charts or the wall chart during the dictation.

6. Dictado Syllable List #2- Sílabas con "a"

Materials: *Sílabas con "a" Student Chart, Syllable List #2 below*

Syllable List #2

sa	za
ba	va
lla	ya

Note: The syllables from List #2 can be written in more than one way (i.e. sa, za).

Write the pairs of syllables from Syllable List #2 on the board. Review the following points with your students.

sa / za

"s" and "z" are both pronounced the same, so students must write both spellings ("sa" and "za") when they hear these syllables. These syllables cannot be written as "ca" because the "c" with "a" is always pronounced hard.

ba / va

"b" and "v" are both pronounced the same, so students must write both spellings ("ba" and "va") when they hear these syllables.

lla / ya

"ll" and "y" are both pronounced the same, so students must write both spellings ("lla" and "ya") when they hear these syllables.

Dictate each pair of syllables from List #2. For each pair of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write both of the syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next pair. Students may refer to their Sílabas con "a" Student Charts or the wall chart during the dictation.

7. Dictado Word List #2 - Sílabas con "a"

Materials: *Sílabas con "a" student chart, Word List #2 below*

Make sure each student has a Sílabas con "a" student chart. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to both syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
yarda	bate	sapo	llama
vacuna	zanahoria	yate	zacate
sale	llanta	vacuna	barro

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write both of the syllables. Students may refer to their Sílabas con "a" Student Charts or the wall chart during the dictation.

Independent Small Group

1. Sílabas con "a" Handwriting Practice

Materials: *Sílabas con "a" student chart, sounds from Formando palabras and "a" from Sílabas con "a" para formar palabras (Downloadable from Member Site), construction paper, sentence strip. You may want to make multiple copies of the "a." You can also include other vowel sounds for scaffolding.*

Students select appropriate consonant and "a" to form each syllable from the student chart on their construction paper. Then have them copy the syllables onto a sentence strip below.

You could also use a white board instead of a sentence strip and construction paper.

2. Sílabas con "a" Activites

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

The individual student booklet provides a variety of activities for the Sílabas con "a" segment. Each book includes simple instructions; however, the instructor will need to provide the initial instructions for students until they are able to begin to develop the pattern of activities and know what to do on each.

HOMWORK

1. Hoja de Estudiar: Sílabas con "a"

Materials: *Hoja de Estudiar: Sílabas con "a"*

Distribute to each student, instructing them to take it home and study it every day.



UNIT OF STUDY: Palabras con "a"

WEEK 18 -19 -20 / PACING GUIDE = 15 DAYS

WHOLE GROUP INSTRUCTION

1. Introduction to Blending

Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" Booklet*

Set up a pocket chart with all of the Sílabas con "a" cards. You may wish to place the cards in the same order as the letters on the Sonidos Iniciales Wall Chart. Children are used to that order and it will help them locate the syllables much more quickly. Children will internalize the blending process much more quickly if these words have meaning to them. Refer to the Palabras con "a" book for words to use.

Select a syllable (i.e. "sa") from the pocket chart. Hold it up and ask children what it says. Select another syllable from the pocket chart (i.e. "la"), hold it up and ask children what it says. Bring the two syllables together and have children read them until they "hear" and can say the word that the syllables are forming.

Do this activity until you feel that the children, as a group, understand this process.

Note: For all of the blending activities that follow, select two-syllable "a" words that are commonly used, high frequency words.

2. Palabras Con "a" Activity #1

Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" Booklet*

Set up a pocket chart with all of the Sílabas con "a" cards. You may wish to place the cards in the same order as the letters on the Sonidos Iniciales Wall Chart. Children are used to that order and it will help them locate the syllables much more quickly.

Do the following activity with several words, one at a time. Select commonly used words made up of two syllables.

- Say the word while writing it on the board (write each syllable with different-colored chalk).
- Say the word again and have children clap out the syllables together with you.
- Ask students to hold up the number of fingers to indicate how many syllables the word has.
- Say the word again slowly and ask them what the first syllable is. Circle it on the board and write a number "1" above it.
- Have a student select that syllable from the pocket chart and hold it up for the group to read. Then have him place it in a blank place on the pocket chart.
- Say the word again slowly and ask students what the second syllable is. Circle it on the board and write a number "2" above it.
- Have another student select that syllable from the pocket chart and hold it up for the group to read. Then have him put it next to the first syllable.
- Have children read both of the syllables and then say the word that has been formed.

Note: For children who cannot "hear" the word that is being formed (i.e. they can say each of the syllables but can't say the word as a whole unit), refer to Remedial Blending Activities below.

3. Palabras Con "a" Activity #2

Materials: *Pocket Chart, Sílabas con "a" Cards, Palabras con "a" para Estudiar en la Casa*

Preparations: Run off on cardstock two or three pages from Palabras con "a" para Estudiar en la Casa. Select several commonly used words made up of two syllables. Color in the outline syllables in red and cut up the words. Distribute the word cards to the children.

Do the following activity for each one of these words.

- Say the word. The child with that word comes to the front and holds up the word card for everyone to see.

- Say the word again and have children clap out the syllables together with you while another child points to each syllable on the word card as you are saying it.
- Ask children to hold up the number of fingers to indicate how many syllables the word has.
- Say the word again slowly and ask students what the first syllable is. Select someone to find that syllable on the pocket chart.
- Say the word again slowly and ask students what the second syllable is. Select someone to find that syllable on the pocket chart.
- Point to each syllable and have children read them. Then point to the word while asking “¿Qué pala bra hacen las sílabas?” and have children read the word.

4. Palabras Con “a” Activity #3

Materials: *Pocket Chart, Sílabas con “a” Cards, Palabras con “a” Cards*

Do the following activity with several words, one at a time. Select commonly used words made up of two syllables.

- Say the word. Have children clap out the syllables and hold up the number of fingers to indicate how many syllables the word has.
- Say the word again and ask children what the first syllable is. Have someone find that syllable on the pocket chart. Hold it up and ask the group what it says. Then place it on a blank area of the pocket chart.
- Say the word again and ask children what the second syllable is. Have someone find that syllable on the pocket chart. Hold it up and ask the group what it says. Then place it next to the first syllable.
- Hold the first syllable up and have children read it.
- Hold the second syllable up and have children read it.
- Ask children if they know what the two syllables together say.
- Write the word on the board and have someone circle the syllables. Instruct the child to read each syllable as he’s circling it and then read the entire word as a complete unit.

5. Palabras Con “a” Activity #4: Kinesthetic Blending: Manipulating Syllables to Form Words

Materials: *Formando Palabras, Sílabas con a para Formar Palabras*

The two activities below make extensive use of the kinesthetic modality, as well as the visual and auditory modalities. Children who have been having problems with the blending process will greatly benefit from these activities. It is suggested that you continue with these activities until children have grasped and internalized this blending process.

Preparations: Make a cardstock copy for each child of the sheet entitled *Formando palabras*. The children should paste the cardstock copy onto a half sheet of construction paper, placing the cardstock sheet toward the top to leave space at the bottom for forming words. Make a paper copy for each child of the *Sílabas con “...” para formar palabras*. (You will need one of these for each vowel group you’re covering. In other words, if you are doing the “a-e” words, you will need both *Sílabas con “a” para formar palabras* and *Sílabas con “e” para formar palabras*.) Have the children cut up these syllables and place them on top of the corresponding letters on the *Formando palabras* cardstock copy. (Multiple syllables sharing the same consonant will be placed in a pile on top of the corresponding consonant. I.E. If you are doing “a-e” syllables, then both “ma” and “me” should be placed on top of the “m”.) It is suggested that you have the students place their syllables in baggies at the end of each lesson.

Group Blending Activity

Instructions: Do the following activity with several words, one at a time. To start with, select words made up of two syllables. As students gain proficiency with this, you may wish to use words made up of more than two syllables.

UNIT OF STUDY: Palabras con "a"

CONTINUED. . . .

- Say the word.
- Group claps out the syllables and holds up the number of fingers to indicate how many syllables the word has.
- Ask the group what the first syllable is.
- Ask the group what the second syllable is (continue if more syllables).
- Have children find the syllables and form the word.
- Spot-check each child to make sure the word is correct and have each child read the word he has formed.
- Ask children what the first syllable says and have them hold it up.
- Ask children what the second syllable says and have them hold it up (continue if more syllables).
- Ask children what the syllables together say. Then instruct them to put the syllables back in their places.

Partner Blending Activity

Instructions: Have students work together in partners. Distribute to the Partners #1 a few of the words from the cards you made for "Blending Activity #2". Partner #1 reads the word without showing it to his partner. Partner #2 has to do the following things.

- Find the syllables and form the word.
- Read the word.
- Put the syllables back.
- Write the word.
- Circle the syllables.
- When finished with the set of cards, the partners switch and Partner #2 reads the words to Partner #1, who then follows the above sequence of steps.

Note: For additional blending activities for children still experiencing difficulty, refer to Remedial Blending Activities below.

6. Introduce Big Book: Papá, Mamá y Ana (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Teach "título": Show the book to the children. Tell them that this is a book and that every book has a name. Read them the title. Explain that the title of a book means the same thing as the "name" of the book. (This is an excellent opportunity to teach them the word "título".) Explain that the title tells us what the book is about. Read them the title again and ask them what they think the book is about.

Read book, discuss, ask comprehension questions: Read the book to the children, explaining what is happening on each page. Ask comprehension questions. This is a good time to teach children to respond to questions with complete sentences.

(**Book** → Sentences → Words → Syllables → Words → Sentences → Book)

7. Big Book: Papá, Mamá y Ana: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Capitals: Write the following sentence on the board: "Papá ama a Mamá." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Ana ama a Mamá." next to it. Read the two sentences without

pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("PapáamaaMamá."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → **Sentences** → Words → Syllables → Words → Sentences → Book)

8. Big Book: Papá, Mamá y Ana: Working with Sentences (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana, Papá, Mamá y Ana: Palabras para formar oraciones*

Preparations: You will need the Color-coded Pocket Chart Word Cards from Papa, Mama y Ana. Place these cards on a pocket chart. Select several sentences from the story and do the following activities for each one.

- Form the sentence on the pocket chart with the word cards while reading each word (be sure to include the period).

Note: When you do a sentence that has "y", explain to the children that the "y" is sometimes a letter (like the "y" in "yoyo") and sometimes it is a word. Tell them how it is pronounced when it is a word.

- Ask children the following questions:
 - Que es esto? (una oracion)
 - Como empiezan las oraciones? (con una letra mayúscula)
 - Como terminan las oraciones? (con un punto)
 - Que hay entre las palabras? (espacios)
- Tell children that as they are reading the sentence, they should think about what the sentence is saying.
- Read the sentence to the children at a normal pace while pointing to each word as you read it.
- Ask children simple comprehension questions about the sentence and require them to answer in complete sentences.
- Have the group read the sentence while you point to each word.
- Have pairs of students read the sentence while pointing to each word.
- Have individual students read the sentence while pointing to each word.
- Tell children they are going to count the words in the sentence. Point to each word in the sentence while reading it. At the same time, hold up a finger for each word as you read it. Have children do this with you.

(Book → **Sentences** → Words → Syllables → Words → Sentences → Book)

9. Big Book: Papá, Mamá y Ana: Working with Words (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Preparations: Place the Palabras Cards from Papa, Mama y Ana on the Pocket Chart.

Introduce the Words

Read the words to the children at a normal pace while pointing to each one as you read it and having the children repeat. Note: Point out words with accent marks. Explain to the children that this mark is called an "acento" and that some words have this (you may wish to use "papá" and "papa" to point out the difference in pronunciation and meaning that result from the accent mark).

UNIT OF STUDY: Palabras con "a"

CONTINUED. . . .

Orally Generate Sentences Using the Words

Directions: Tell children that they are going to make up sentences using the words. Do the following for each word.

Note: This is a very important language development activity. It gives meaning to these words-- children should learn these words in a meaningful context.

- Read a word while pointing to it.
- Use the word in a sentence (you are modeling this process for the children).
- Have children think of a sentence using the word. Call on several individuals to share their sentence with the group. Note: If sentences are not complete, help children to make a complete sentence by prompting them with questions; i.e. if they say "Mi mamá", prompt them with "¿Mi mamá qué?", "¿Qué hizo?", etc.

Read the Words

- Have the group read the words while you point to each one.
- Have pairs of students read the words while pointing to each one.
- Have individual students read the words while pointing to each one.

Play "Turnover" with the Words

Call out a word and select someone to turn over that word on the pocket chart. Do this until all the words have been turned over.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Big Book: Papá, Mamá y Ana: Forming Words Game (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana, Palabras Cards*

Preparations:

1. Place the Color-coded Pocket Chart Syllable Cards from "... " (name of story you are currently using) on the pocket chart.
2. Select from the Palabras Cards the words from the story you are currently teaching. Place the cards in a pile face down. **Note:** Do not use any word card that contains "green" or that consists of only one syllable.

Directions: Do the following for each word:

- Have a child select a word card from the top of the pile and read it to the group (without showing the card to the group).
- This child then selects another student to find the syllables on the pocket chart and form the word.
- The group reads the word that has been formed.
- The child who has formed the word then selects another student to read the next word card and the process is repeated (children will have more fun with this activity if you allow them to select the next person, but make sure that they choose children who have not yet had a turn).

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Big Book: Papá, Mamá y Ana: Dictation (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Dictate some of the words. Have students write the word with a pencil, then trace each syllable with a different colored crayon. Allow a few minutes at the end of the lesson for children to read back to you (or to each other) the words they have written. Tell children to take their papers home and have their parents help them study the words at home.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

12. Big Book: Papá, Mamá y Ana: Working with Syllables (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Preparations:

Place the Color-coded Pocket Chart Syllable Cards from Papa, Mama y Ana on the pocket chart (include all the syllables: children need to learn to read the syllables that begin with a capital letter as well as those that have accents).

- Read the syllables to the children at a normal pace while pointing to each one as you read it and having the children repeat.
- Have the group read the syllables while you point to each one.
- Have pairs of students read the syllables while pointing to each one.
- Have individual students read the syllables while pointing to each one.
- Play “Turnover” with the syllables: call out a syllable and select someone to turn over that syllable on the pocket chart. Do this until all the syllables have been turned over.

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Pre-Test

Materials: *Sílabas Cards*

Note: If you have done some of the Preparatory Blending Activities in the Sonidos Iniciales section with the children, you will find that many of your children will now be able to do some simple decoding of the “a” words. This will be determined by giving students the following informal pretest.

Pretest each child

Select syllables from the pocket chart to form words (use only high-frequency, commonly used words made up of two syllables). Hold up the syllables and have the child read each syllable and then tell you what the word is. Do at least three words per child.

Analysis

Make sure that the child is saying the word and not just reading the syllables (i.e. he may say “sa” and “la” but may not actually be aware that he is saying “sala”). He must be able to tell you the word he is reading. For the children who are able to read the words you have formed, proceed to the next section. For those children who are experiencing difficulty in reading these words, then proceed through some or all of the Remedial Blending Activities. It is recommended that you test again after each activity, since many children will not need to do all of the blending activities.

2. Group-Assisted Reading

Materials: *Palabras con “a” para Estudiar en la Casa*

Read a page (or more) from the Palabras con “a” para Estudiar en la Casa chorally with the children, having them place their “dedo mágico” on each syllable as they read it. After decoding each word (i.e. reading each syllable), chorally repeat the word as a unit (i.e. not pausing between syllables).

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

3. Partner Reading

Materials: *Palabras con “a” para Estudiar en la Casa*

1. Have children select partners. Using one book per set of partners, have partners read together one or more pages. Children will finish at different times, so just have them read the

UNIT OF STUDY: Palabras con "a"

CONTINUED. . . .

page or pages again. The more able children will probably choose to continue with other pages; children should be allowed to read the pages they feel most comfortable with.

2. Have the pairs of students read the page or pages again, this time alternating words: i.e. Partner #1 reads a word and then Partner #2 reads the next word, etc.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papa, Mama y Ana*

For Blending con "a":

Give each child a piece of construction paper and a piece of lined paper. Have children place all their syllables on the construction paper.

Forming Words

Directions: Using the Palabras Cards from the story you are currently teaching, do the following for each word.

Note: Do not use any word card that contains "green" or that consists of only one syllable.

- Read the word to the children without showing them the word card.
- Have the children clap out the syllables and tell you how many syllables the word has.
- Ask the children what the first syllable is.
- Ask the children what the second syllable is (continue if more syllables).
- Ask the children what the syllables together say.
- Have children find the syllables and form the word at the bottom of the construction paper.
- Tell children that after they have formed the word, they are to copy it onto their sheet of lined paper. Then, they are to trace each syllable with a different colored crayon or colored pencil. (This will allow you time to have each child read the word to you.)
- Spot-check each child to make sure the word is correct and have him read the word he has formed. If you have a small group and time permits, have each child read to you all the words he has copied on his paper.
- Instruct the children to put the syllables back on the construction paper.

Follow-up

- After you have finished all the words, have the children select partners and read to each other the words they have copied.
- Tell children to take their sheets home and study the words they have written.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Papá, Mamá y Ana: Classification:

Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana, Las Sílabas de Pápa, Mamá y Ana*

Put children in groups of three. Using one set of word cards per group, have groups lay out their word cards on a piece of construction paper. Ask students to find the card or cards that answer the following questions, placing them in a row above the construction paper. Have them put the words back before asking the next question. You may wish to ask additional questions. Following is a group of questions for each mini book.

Papá, Mamá y Ana

Busquen la(s) palabra(s) que:

- ...es una cosa que se usa para tomar. (taza)
- ...son nombres de personas. (Papa, Mama, Ana)
- ...es ropa. (chamarra)
- ...es una cosa anaranjada. (calabaza)

...tienen una sílaba. (dos Sílabas, tres Sílabas, etc.)
...empiezan con una mayúscula.

Note: At this point, it is suggested that you have each child take home his class set of word cards. Children then will have two sets of word cards and can play at home some of the games that require two sets.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con “a”

Materials: *Word List included*

Follow the steps below for each of the following words.

Word List

mapa	baña	gana
sala	paga	daña
rana	tapa	jala
caja	taza	chata

Say the word to your group and have them clap out the syllables. Have the group tell you how many syllables are in the word. Tell students to write 2 lines together on their paper, one for each of the two syllables in the word: Say the word again to students and ask them what the first syllable is. Then ask them what the second syllable is.

Tell students to write the first syllable on the first line and the second one on the second line. Repeat the word. Check each student’s paper and have him/her read the word to you.

Note #1: You may also wish to dictate some three and four syllable words to your group. You can use the Palabras con “a” as a resource for these words.

Note #2: When a sound is represented by two or more letters (i.e. “b” and “v”) and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Guided Practice & Informal Assessment: Reading and Coloring Words

Materials: *Palabras con “a” para Estudiar en la Casa*

As children are working on the Partner Reading above, listen to each child read several words. Have colored pencils available. As you listen to each child read, allow him or her to color the syllables of the words they are able to decode and repeat as a unit. Children will naturally read syllabically (i.e. syllable by syllable), but they should always repeat the word as a unit. Repeating the word as a unit (without pausing between syllables) shows you that the student is reading the word and not just decoding syllables. It provides a small measure of word comprehension. It should be required of every word that the student reads.

Note: Children should color all the letters in a syllable with one color to show that it is a complete syllable unit. Although children will be assessed on two and three-syllable words only (see below), it is highly recommended that they practice and read all words in the book, i.e. words with more than two and three syllables. This will provide them with better decoding and fluency skills than if they only practice two and three-syllable words.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

UNIT OF STUDY: Palabras con "a"

CONTINUED. . . .

8. Assessment: Word Decoding and Fluency and Progress Evaluation

Materials: *Palabras con "a" Cards*

Use the Palabras con "a" Cards (cards with black and red colored syllables) for assessment. Select at random six two-syllable words and four three-syllable words. The criteria for passing is as follows:

- Students must be able to read nine words with ease or with some ease. They may read one word "with difficulty."
- Students must be able to repeat the word as a complete unit. Students will tend to read syllable by syllable, which is permissible. However, they must be able to repeat the word back as a complete unit (i.e. without pausing between syllables).

Progress Evaluation

- Once a student meets the above criteria, record the date mastered on the Blending Progress Chart and give him or her the Oraciones con "a" book.
- Students who do not meet the above criteria need additional time and practice with the Palabras con "a" book.

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

9. Remedial Blending Activity #1: Kinesthetic and Auditory Modalities

Materials: *None*

Have children stand in a circle. Say a word and have students repeat it while pushing out with both hands. Say together each syllable while pushing out with one of their hands. For example, "mamá: while saying the first "ma", they push out with one hand. On the second "má" they push out with the other hand while withdrawing the first. Do this several times, each time saying the syllables a little bit faster. This process involves the whole body and is fun for the children.

10. Remedial Blending Activity #2: Kinesthetic and Auditory Modalities

Materials: *None*

Have children form partners and stand facing their partner. Say the word and have the partners clap together their hands as in "Patty Cake" clapping (i.e. "mamá: on the first syllable, Partner #1 will push out with right hand and meet the right hand of Partner #2. On the 2nd syllable, they will clap with their left hands). Have them do it several times, each time saying the syllables a little bit faster.

11. Remedial Blending Activity #3: Kinesthetic, Auditory and Visual Modalities

Materials: *Pocket Chart, Silabas con "a" Cards*

Note: This exercise is similar to the ones above, but now we are introducing the visual.

Put two syllable cards together to form a word and place them in front of the child. Stand behind the child while holding his right arm with your right hand and his left arm with your left hand. Have the child read each of the syllables. As he reads the first syllable, push his left arm forward and as he reads the second syllable, push his right arm forward. Continue to do the above, encouraging the child to read the syllables a little faster each time, until he is able to say the word.

Independent Small Group

1. Palabras con "a" Handwriting Practice

Materials: *Palabras con "a" para Estudiar en la Casa*

Have students copy the palabras from the Palabras con "a" para Estudiar en la Casa onto a piece of paper.

2. Play “Turnover” with the Syllable Cards (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá y Ana*

Preparations: Run off cardstock copies of *Las Sílabas de Papá, Mamá y Ana* for each child to cut up. Children will use these cards in class for the following activities.

- Have children write their names on the back of each card.
- Give children a ziploc baggie or envelope to keep their cards in.
- You may also want to make an extra copy of the syllables for each child to study at home.
- Collect the cards at the end of the lesson so that children don’t lose them.

Have each child lay out his cards in front of him. Call out a syllable and have children turn over that syllable. Do this until all the syllables have been turned over.

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

3. Dictate the Syllables - For the “a” syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá y Ana*

Dictate the syllables to the students and have them read back the syllables they written from dictation.

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

4. Partner Blending Activity

Materials: *Pocket Chart, Sílabas con “a” Cards, Palabras con “a” para Estudiar en la Casa*

Have students work together in partners. Distribute to the Partners #1 a few of the words from the cards you made for “Palabras con “a” Activity #2” above. (Run off on cardstock two or three pages from *Palabras con “a” para Estudiar en la Casa*. Select several commonly used words made up of two syllables. Color in the outline syllables in red and cut up the words. Distribute the word cards to the children.)

Partner #1 reads the word without showing it to his partner.

Partner #2 has to do the following things.

- Find the syllables and form the word.
- Read the word.
- Put the syllables back.
- Write the word.
- Circle the syllables.
- When finished with the set of cards, the partners switch and Partner #2 reads the words to Partner #1, who then follows the above sequence of steps. Note: For additional blending activities for children still experiencing difficulty, refer to Remedial Blending Activities.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Partner Reading

Materials: *Palabras con “a” para Estudiar en la Casa*

1. Have children select partners. Using one book per set of partners, have partners read together one or more pages. Children will finish at different times, so just have them read the page or pages again. The more able children will probably choose to continue with other pages; children should be allowed to read the pages they feel most comfortable with.
2. Have the pairs of students read the page or pages again, this time alternating words: i.e. Partner #1 reads a word and then Partner #2 reads the next word, etc.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

UNIT OF STUDY: Palabras con "a"

CONTINUED. . . .

6. Palabras Books - Independent Activities

Materials: *Construction Paper*

Cut, Paste and Illustrate

Duplicate and distribute to each student one or more pages from the Palabras con "a" book. Give each child a piece of white construction paper and have him fold it in eight parts. Have children cut up the words of their choice, paste the words at the bottom of the squares and illustrate them. Copy and Illustrate. Give each child a piece of white construction paper and have him fold it in eight parts. Using their Palabras con "a" books, have children select words of their choice. Children are to write one word at the bottom of each square and illustrate it.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

7. Group Turnover

Materials: *Papá, Mamá y Ana: Palabras para formar oraciones*

Preparations: Run off cardstock copies for each child from the vocabulary sheet entitled Vocabulario de Papá, Mamá y Ana.

Suggestions:

- Have children write their names on the back of each card.
- Give each child a ziploc baggie or envelope to keep his cards in.
- Collect the cards at the end of the lesson so that children don't lose them.

Have children lay out all their word cards on a piece of construction paper. Select a student to be the "caller". Using his set of words, he calls out a word. Children must find the word and turn it over. Do this for all of the word cards.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

8. Partner Turnover

Materials: *Papá, Mamá y Ana: Palabras para formar oraciones*

Preparations: Run off cardstock copies for each child from the vocabulary sheet entitled Vocabulario de Papá, Mamá y Ana.

Suggestions:

- Have children write their names on the back of each card.
- Give each child a ziploc baggie or envelope to keep his cards in.
- Collect the cards at the end of the lesson so that children don't lose them.

Children select a partner. Partner #1 places his word cards in a pile face down. Partner #2 lays out all his word cards on a piece of construction paper. Partner #1 reads the top card in his pile without showing it to Partner #2. Partner #2 must find the word and turn it over. Partner #1 places his card in a "discard pile" and selects the next card. When all the cards have been turned over, the partners switch "jobs" and the process is repeated. (You should model this activity first for the students before having them do it.)

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

9. Cooperative Learning Activity: Forming Words with the Syllable Cards

Materials: *Las Sílabas de Papá, Mamá y Ana*

Preperation: Make cardstock copies of the syllables sheet *Las Sílabas de Papá, Mamá y Ana*. Distribute these cards to each student. Have the students select partners. Partner #1 will use his word cards (Vocabulario de...) and Partner #2 will use his syllable cards. Partner #2 will lay out his syllable cards on a piece of construction paper. Partner #1 will read one of his word cards to Partner #2, who will select the syllables and form the word. (After each word has been formed, Partner #1 should place the word he has read in a discard pile and Partner #2 should return the syllables to the piece of construction paper.) After they have finished, they can trade places.

Partner #2 now will read the words to Partner #1 who will form them from the syllables.
(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

10. Illustrating the Words

Materials: *Las Sílabas de Papá, Mamá y Ana*

Give each child a piece of white construction paper. Show children how to fold the construction paper in eight parts:



Have children trace the folds with a black crayon and then cut up the squares. The teacher or assistant should then staple the squares together. Tell children to select a word from their word cards, write the word on the bottom of a page and illustrate it. As children finish their "word book", have them go around to each person in the group and read their book to him/her.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

11. Palabras con "a" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

The individual student booklet provides a variety of activities for the Palabras con "a" segment. Each book includes simple instructions; however, the instructor will need to provide the initial instructions for students until they are able to begin to develop the pattern of activities and know what to do on each.

HOMework

1. Palabras con "a" para Estudiar en la Casa

Materials: *Palabras con "a" para Estudiar en la Casa, Formas de Leer*

These blackline masters can be copied for each student. A copy of the parent letter, the Formas de leer and the Palabras booklet should be sent home with each blending segment.



UNIT OF STUDY: Oraciones con "a"

WEEK 21-22-23 / PACING GUIDE = 15 DAYS

WHOLE GROUP INSTRUCTION

1. Big Book: Papá, Mamá y Ana: Working with Syllables (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Preparations: Place the Color-coded Pocket Chart Syllable Cards from Papa, Mama y Ana on the pocket chart (include all the syllables: children need to learn to read the syllables that begin with a capital letter as well as those that have accents).

- Read the syllables to the children at a normal pace while pointing to each one as you read it and having the children repeat.
- Have the group read the sentence while you point to each one.
- Have pairs of students read the syllables while pointing to each one.
- Have individual students read the syllables while pointing to each one.
- Play "Turnover" with the syllables: call out a syllable and select someone to turn over that syllable on the pocket chart. Do this until all the syllables have been turned over.

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

2. Sentence Activity #1

Materials: *Papa, Mama y Ana: Palabras para formar oraciones*

Directions: Select several sentences from the story and do the following activities for each one.

- Form the sentence on the pocket chart with the word cards while reading each word (be sure to include the period).
- Read the sentence to the children at a normal pace while pointing to each word as you read it.
- Have the group read the sentence while you point to each word.
- Have pairs of students read the sentence while pointing to each word.
- Have individuals read the sentence while pointing to each word.
- Mix up the words and period. Read the sentence (in the correct order) and select a pair of students to put the words in the correct order. Have them read back the sentence after they have put the words in order.
- Put the words back with the other words. Read the sentence again and select a pair of students to find the words and form the sentence. Have them read back the sentence after they have put the words in order.
- Tell children they are going to count the words in the sentence. Point to and have the children read each word in the sentence while holding up a finger for each word that is being read.

(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)

3. Focus on the Whole Word and its Parts

Materials: *Palabras Cards, Big Book: Papá, Mamá y Ana*

Preparations: Place the Palabras Cards from Papa, Mama y Ana on the pocket chart.

- Read the words to the children at a normal pace while pointing to each one as you read it and having the children repeat.
- Have the group read the words while you point to each one.
- Have pairs of students read the words while pointing to each one.
- Have individual students read the words while pointing to each one.

Play "Turnover" with the words: call out a word and select someone to turn over that word on the pocket chart. Do this until all the words have been turned over.

Note: For a variety of word activities and games, refer to Big Book, Mini-book and Related

Activities: Word Activities and Games in the Supplementary Activities section.

(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)

4. Big Book: Papá, Mamá y Ana: Working with Words (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana, Whole to Part Vocabulary Cards*

Preparations: Place the Palabras Cards from Papa, Mama y Ana on the pocket chart.

Introduce the Words

Read the words to the children at a normal pace while pointing to each one as you read it and having the children repeat. **Note:** Point out words with accent marks. Explain to the children that this mark is called an “acento” and that some words have this (you may wish to use “papá” and “papa” to point out the difference in pronunciation and meaning that result from the accent mark).

Orally Generate Sentences Using the Words

Directions: Tell children that they are going to make up sentences using the words. Do the following for each word.

Note: This is a very important language development activity. It gives meaning to these words-- children should learn these words in a meaningful context.

- Read a word while pointing to it.
- Use the word in a sentence (you are modeling this process for the children).
- Have children think of a sentence using the word. Call on several individuals to share their sentence with the group. Note: If sentences are not complete, help children to make a complete sentence by prompting them with questions; i.e. if they say “Mi mamá”, prompt them with “¿Mi mamá qué?”, “¿Qué hizo?”, etc.

Read the Words

- Have the group read the words while you point to each one.
- Have pairs of students read the words while pointing to each one.
- Have individual students read the words while pointing to each one.

Play “Turnover” with the Words

Call out a word and select someone to turn over that word on the pocket chart. Do this until all the words have been turned over.

(Book → Sentences → Words → Syllables → **Words** → Sentences → Book)

5. Big Book: Papá, Mamá y Ana: Working with Sentences (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana, Papá, Mamá y Ana: Palabras para formar oraciones*

Preparations: You will need the Color-coded Pocket Chart Word Cards from Papa, Mama y Ana. Place these cards on a pocket chart. Select several sentences from the story and do the following activities for each one.

- Form the sentence on the pocket chart with the word cards while reading each word (be sure to include the period).
Note: When you do a sentence that has “y”, explain to the children that the “y” is sometimes a letter (like the “y” in “yoyo”) and sometimes it is a word. Tell them how it is pronounced when it is a word.
- Ask children the following questions:
 - Que es esto? (una oracion)
 - Como empiezan las oraciones? (con una letra mayúscula)
 - Como terminan las oraciones? (con un punto)
 - Que hay entre las palabras? (espacios)
- Tell children that as they are reading the sentence, they should think about what the

UNIT OF STUDY: Oraciones con "a"

CONTINUED. . . .

sentence is saying.

- Read the sentence to the children at a normal pace while pointing to each word as you read it.
- Ask children simple comprehension questions about the sentence and require them to answer in complete sentences.
- Have the group read the sentence while you point to each word.
- Have pairs of students read the sentence while pointing to each word.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

6. Big Book: Papá, Mamá y Ana: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Capitals: Write the following sentence on the board: "Papá ama a Mamá." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Ana ama a Mamá." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("PapáamaaMamá."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

7. Introduce Big Book: Papá, Mamá y Ana (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá y Ana*

Teach "título": Show the book to the children. Tell them that this is a book and that every book has a name. Read them the title. Explain that the title of a book means the same thing as the "name" of the book. (This is an excellent opportunity to teach them the word "título".) Explain that the title tells us what the book is about. Read them the title again and ask them what they think the book is about.

Read book, discuss, ask comprehension questions: Read the book to the children, explaining what is happening on each page. Ask comprehension questions. This is a good time to teach children to respond to questions with complete sentences.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Introducing the Sentences

Materials: *Oraciones con "a" para Estudiar en la Casa*

Tell children that they are to read this book at home. Parents will continue to use reading slips to record the amount of time their children read each day.

Note: Instead of giving children the entire book at once, you may prefer to give them a page at a time. There are several sentences on each page and each sentence is enclosed in a rectangle. Students can cut up the rectangles and staple them into a mini-book. After

they are able to read those sentences, they can be given the next page.

Directions: Do the following activities for each sentence on the first page.

- Ask children the following questions:
 - Que es esto? (una oracion)
 - Como empieza la oracion? (con la letra mayúscula)
 - Como termina la oracion? (con el punto)
 - Que hay entre las palabras? (espacios)
- Have children count the words in the sentence and hold up the number of fingers indicating how many words it has.
- Tell children that as they are reading the sentence, they should think about what the sentence is saying.
- Chorally read each word slowly, while having children place their “dedo mágico” underneath the word as you are reading it.
- Ask children simple questions about the sentence and require them to answer in complete sentences.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Group-Assisted Reading

Materials: *Oraciones con “a” para Estudiar en la Casa*

Read a page (or more) chorally with the children, having them place their “dedo mágico” on each word as they read it. It is important to stress expression and some amount of fluency while reading the sentences with the children. In other words, while it is not necessary to read the sentences at a fast pace, they should be read expressively in phrase units.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Partner Reading

Materials: *Oraciones con “a” para Estudiar en la Casa*

1. Have children select partners. Using one book per set of partners, have partners read together one or more pages. Children will finish at different times, so just have them read the page or pages again. The more able children will probably choose to continue with other pages; children should be allowed to read the pages they feel most comfortable with.
2. Have the pairs of students read the page or pages again, this time alternating sentences: i.e. Partner #1 reads a sentence and then Partner #2 reads the next sentence, etc.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Sentence Activity #2: Manipulating the Words (Kinesthetic)

Materials: *Papa, Mama y Ana: Palabras para Formar Oraciones*

Preparations: Make a cardstock copy for each student of *Papa, Mama y Ana: Palabras para formar oraciones*.

Give each student a piece of construction paper, a sentence strip and a piece of lined paper. They should also have a pencil and their crayons. Have children cut the cards up and place them at random on the piece of construction paper. Have them place the sentence strip above the construction paper.

Note: This kinesthetic activity provides a wonderful opportunity for children to really get a feel for what a sentence consists of. They will be constructing a sentence and thus will deal with the whole (sentence) as well as the parts (individual words). They will also be required to space the words properly and to place a period at the end of the sentence.

UNIT OF STUDY: Oraciones con "a"

CONTINUED. . . .

Practice Counting Words

Before doing the following activity, you will need to provide students with some practice in counting the words in a sentence. Select several sentences from the story and do the following for each sentence. Read the sentence to the children. Together with you, have them say the sentence slowly while holding up a finger for each word as they say it.

Explaining and Modeling the Activity

It is important to thoroughly explain and model this activity first before actually having students do it. Model the activity by explaining and going through each of the steps below before having children do it.

The Actual Activity

Directions: Select several sentences from the story and do the following for each one.

- Read the sentence to the children. Together with you, have them say the sentence slowly while holding up a finger for each word as they say it.
- Read the sentence to each student and have him say the sentence slowly while holding up a finger for each word as he says it. If he makes a mistake, model it correctly for him and have him do it again. Repeat the process until he is able to correctly hold up a finger for each word as he says it. At that point, he can continue with the steps below while you proceed to the next student. (When you have finished with each student, go around again and have each one read back the sentence he or she has formed.)
- After completing the above step, each student finds the words and forms the sentence on the sentence strip, leaving spaces between the words and placing the period at the end of the sentence.

Each student should neatly copy the sentence onto the piece of paper, making sure to leave spaces between the words and putting a period at the end. After they have copied the sentence, they are to draw a picture with their pencil to illustrate the sentence. They should then color it.

Note: In addition to providing children with practice in copying sentences as well as providing a means to demonstrate comprehension by illustrating the sentence, this also serves as "seatwork" designed to allow the teacher time to help children that may need extra help and to listen to the children read the sentence they have formed.

- Have each child read to you the sentence he has formed, tracking each word with his "dedo mágico". Have him read it several times until he can read it fluently (the other children should be copying and illustrating their sentence while you are doing this).
- Have children place the word cards back on the construction paper. Follow this same sequence for the next sentence.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

5. Spelling/Dictation — Oraciones con "a"

Materials: *Papa, Mama y Ana: Palabras para Formar Oraciones*

At the beginning of each lesson, review the following with children:

- Always begin a sentence with a capital letter and end the sentence with a period.
- Always put a space between each word.

Follow the steps below for each of the following sentences.

Sentence List

Mamá gana.	Ana lava la bata.
Ana paga.	Chata saca la taza.
Sara nada.	Papá saca la caja.
La rana nada.	Sara va a la casa.
Mamá ama a Papá.	La vaca baja la pata.

1. Read the sentence to the children.

2. Have children count the words in the sentence on their fingers and write the number on their papers.
3. Tell children that after they have written their sentence, they are to number each word, writing the number above the word. Remind them to begin the sentence with a capital letter, end the sentence with a period and leave spaces between the words. Read the sentence again to the children and have them write it on their papers.
4. Check each student's paper and have him/her read the sentence to you.

Note #1: When a sound is represented by two or more letters (i.e. "b" and "v") and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

Note #2: Refer to the Oraciones con "a" for additional sentences to dictate.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

6. Guided Practice & Informal Assessment: Reading Sentences

Materials: *Oraciones con "a" para Estudiar en la Casa*

As children are working on the Partner Reading above, listen to each child read several sentences. Allow the child to draw a star next to each sentence on which he or she is able to:

1. Decode correctly
2. Repeat quickly or read fluently after decoding
3. Answer a simple comprehension question that you ask

Although children will be assessed on sentences with two and three-syllable words only (see below), it is highly recommended that they practice and read all sentences in the book, i.e. sentences containing words with more than two and three syllables. This will provide them with better decoding and fluency skills than if they only practice sentences containing two and three-syllable words.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

7. Assessment: Sentence Decoding and Fluency and Progress Monitoring

Materials: *Oraciones con "a" para Estudiar en la Casa*

Select one or more sentences from each page in the book to equal ten sentences. Six sentences should contain words with one or two syllables and four sentences should contain words with three syllables. Try to select at least one sentence from every page, unless that page does not have a sentence containing words with three syllables or less.

The criteria for passing is as follows:

1. Students must be able to read nine sentences with ease or with some ease. They may read one sentence "with difficulty."
2. Students must be able to repeat the sentence quickly after decoding it (not necessarily reading it, just repeating it). This shows that the student has grasped the entire sentence and not just the individual words.
3. Students must be able to answer a simple comprehension question that you ask about the sentence. Encourage the students to answer in complete sentences but do not penalize them if they don't.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

For students meeting the above criteria:

1. Record the date mastered on the Blending Progress Chart.
2. Regroup the student, i.e. place student in another group that is currently receiving instruction in the Blending con "a-e" section.
3. If the student has not yet been given the mini-book for this section, you may give it to him/her.

UNIT OF STUDY: Oraciones con "a"

CONTINUED. . . .

Assessment of the mini-book is optional at this point as the child has already mastered the Oraciones con "a" and will be promoted to the next Blending section.

Note: Students who do not meet the above criteria need additional time and practice with the Oraciones con "a" book.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

8. Book Activities

Materials: *Mini Book: Papá, Mamá y Ana*

Read Book; Discuss; Ask Comprehension Questions

Read the book to the children, explaining what is happening on each page. Ask comprehension questions. As you read each page, have the children brainstorm what they might draw for that page.

Cut, Paste and Illustrate Mini-book

Give each child a copy of the blackline masters of Papa, Mama y Ana. Explain to children that they are to first cut out all the pages and then put them in order according to the numbers, with the title being the first page. They are to take the pages to the teacher or assistant who will staple them. Children are then to read each page and illustrate it. Tell children to take their book home and read it to family members, each of whom will sign the back of the book in one of the provided spaces.

Group-Assisted Reading

Read the book with the children, having them place their "dedo mágico" on each word as they read it. It is important to stress expression and some amount of fluency while reading the story with the children. In other words, while it is not necessary to read the material at a fast pace, it should be read expressively in phrase units.

Partner Reading

Have children select partners. Using one book per set of partners, have partners read together the book. Children will finish at different times, so just have them read the book again. Have the pairs of students read the book again, this time alternating pages: i.e. Partner #1 reads a page and then Partner #2 reads the next page, etc.

Reading to an Audience: the Affective Domain

It is important to give the children opportunities to read their books in front of an audience. The positive reinforcement and the self-confidence that are instilled when children read to an audience are invaluable to their personal growth. A suggestion would be to have the class sit on the rug and the child who is to read can be seated in front of the group. Encourage the children to read in a loud voice and to read with expression. You may also wish to send children to other classrooms to read. First graders especially like to return to their kindergarten teacher and read to his or her class.

Check for Reading Fluency and Comprehension

The following activity is designed to allow the teacher the opportunity to listen to each child read his minibook.

The children will be engaged in the activity which will free the teacher to listen to each child. As you listen to the child read his book (or a portion of it), ask him comprehension questions and have him respond in complete sentences.

Have the students select partners. Distribute a piece of construction paper and a blank sentence strip to each set of partners. Partner #1 will use his mini-book and Partner #2 will use his word cards (Papa, Mama y Ana; Palabras para formar oraciones). Partner #2 will lay out his word cards on a piece of construction paper. Partner #1 will read one of the sentences from his mini-book to Partner #2, who will then form the sentence on the sentence strip. You may wish to have them change places halfway through the reading period (Partner #2 reads the sentences to Partner #1 who will form them on the sentence strip).

While students are doing the above activity, call up each child and have him read his mini-book to you. Be sure to ask the student a few comprehension questions. If the student is able to read his/her mini-book with reasonable fluency and is able to answer the comprehension questions, record the date mastered on the Blending Progress Chart.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

9. Cooperative Learning Activity: Making a Big Book

Materials: *Mini Book: Papá, Mamá y Ana*

Copy the sentence or sentences from each page of the mini-book onto sheets of construction paper. Write the sentences at the bottom of each sheet and number the sheets (the first sheet should be the title and the rest of the sheets should be numbered). Read the pages together with your group. Point to each word as it is being read. Be sure to read with expression and fluency. Read each page again, this time asking children how they might illustrate that page. Then, put the children in cooperative groups, distribute one or more pages to each group and have them illustrate the pages. It is suggested that you laminate the pages, bind them with rings and place the book in the class library. To give ownership to the illustrators, you may wish to write somewhere on each sheet: "Ilustrado por: names of children who illustrated that page". (This book can be used the following year as a big book when you initially read the story to the group and later, for choral reading.) Note: After children have been organized into their cooperative groups, it is suggested that you lead a short discussion with each group, having the members of the group talk about what they are going to illustrate and what part each person will contribute. This will help focus the children and will lead them naturally into a cooperative situation.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Independent Small Group

1. Oraciones con "a" Handwriting Practice

Materials: *Oraciones con "a" para Estudiar en la Casa*

Have students copy the oraciones from the *Oraciones con "a" para Estudiar en la Casa* onto a piece of paper.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

2. Cooperative Group Activity: Scrambled Sentences

Materials: *Oraciones con "a" para Estudiar en la Casa*

Preparations:

1. Select various sentences from the *Oraciones con "a"* book. Write out each sentence on a sentence strip or piece of paper.
2. Cut up several pieces of construction paper into halves (lengthwise). There should be a half sheet for each sentence that you selected in #1 above.

Instructions and Modeling

Tell children that they are going to be placed in groups and that each group will be given several sentences. Tell them that they are to cut up the words from a sentence, mix them up and paste them onto another sheet of paper, making sure to leave spaces between the words. Tell them that they will have several sentences to do, but that they are to work together on one sentence at a time. Tell them that they are going to give this paper to another group of children who are then going to have to cut up the words and paste them in order. It is suggested that you model this for the children. Take a sentence that you have written, cut the words up, including the period, and paste them at the top of a half sheet of construction paper.

UNIT OF STUDY: Oraciones con "a"

CONTINUED. . . .

Note:

Some sentences can be reconstructed in several ways. It is not important that the sentence be the same as the original, only that it is a complete sentence and makes sense. It is important to convey this to your students. You may wish to use such a sentence during your modeling to show students that it can be constructed in more than one way.

Cooperative Group Work: Designing the Scrambled Sentences

Put children in groups of three or four. Pass out the sentences to the groups and give them a half-sheet of construction paper for each sentence. Tell them to work together on one sentence at a time.

Cooperative Group Work: Putting the Scrambled Sentences in Order and Illustrating Them

Have the groups exchange their sentences with the other groups. Remind children to work together within their group and to do one sentence at a time. They are to cut out the scrambled words and place them at the bottom of the sheet. When they are satisfied as a group that the word order is correct, then they should paste the words onto the page, making sure to leave spaces. When the groups have finished, they should illustrate their sentences.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

3. Independent Activities

Materials: *Oraciones con "a" para Estudiar en la Casa*

The following activities are kinesthetic activities which can be done independently. The children are required to read the sentences and illustrate them, thus demonstrating both decoding skill and comprehension.

Cut, Paste and Illustrate

Duplicate and distribute to each student one or more pages from the *Oraciones con "..."* book. Give each child a piece of white construction paper and have him fold it in four parts lengthwise. Have children cut up the sentences of their choice, paste them at the bottom of the squares and then illustrate them.

Copy and Illustrate

Give children a piece of white construction paper and have them fold it in four parts lengthwise. Using their *Oraciones con "..."* books, have children select sentences of their choice. Children are to copy a sentence at the top of each square and illustrate it (if they write it at the bottom, they may run out of space).

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

4. Oraciones con "a" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

The individual student booklet provides a variety of activities for the *Oraciones con "a"* segment. Each book includes simple instructions; however, the instructor will need to provide the initial instructions for students until they are able to begin to develop the pattern of activities and know what to do on each.

HOMEWORK

1. Oraciones con "a" para Estudiar en La Casa

Materials: *Oraciones con "a" para Estudiar en La Casa Blackline Masters*

These blackline masters can be copied for each student. A copy of the parent letter, the *Formas de leer* and the *Oraciones* booklet should be sent home with each blending segment



UNIT OF STUDY: Sílabas con "e"

WEEK 24 / PACING GUIDE = 2 DAYS

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "e".

3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "e"*

Syllables with Consonants that Hold their Sound

me	ne	lle	se
fe	ze	le	je
ye	re	*ge	*ce
ñe			

Note: The consonants in the above syllables are capable of holding their sound, thus facilitating the blending process.

*ce, ge

When teaching "ce" and "ge", explain to students that when combined with "e", the "c" is pronounced "soft" as in "cepillo" and the "g" is pronounced "hard" as in "gemelos". Don't expect mastery of this, just exposure.

Pass out the Hoja de Estudiar: Sílabas con "e" to each student, instructing him/her to take it home and study it every day.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "m" on the board and have students say the sound. Write "e" underneath and have students say the sound. Then, write "me" together. Place your finger under the "m" while making the "m" sound. Slide your finger under the "e", blending together the "e" sound with the "m" sound. Have the group say "me". Then have each individual student read the syllable.

4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "e"*

Syllables with Consonants that Cannot Hold their Sound

pe	be	*que	te
che	*he	de	ve

Note: The consonants in the above syllables are not capable of holding their sound, thus making the blending process more difficult. The "h" is included here because it has no sound.

*que

When teaching "que", tell students that "q" is always accompanied by "u" and that the "u" is not pronounced. Explain that there are only two syllables with "q": "que" and "qui".

*he

When teaching "he", remind students that the "h" is not pronounced.

UNIT OF STUDY: Sílabas con "e"

CONTINUED. . . .

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Cannot Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "p" on the board and have students say the sound. Write "e" underneath and have students say the sound. Then, write "pe" together. Place your finger under the "p" while making the "p" sound. Slide your finger under the "e", blending together the "e" sound with the "p" sound. Have the group say "pe". Then have each individual student read the syllable.
- Have students copy "pe" onto their paper or individual chalkboards. Together with you, have them place their finger under the "p" while making the "p" sound and then sliding their finger under the "e", blending together the "e" sound with the "p" sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the "p" while saying its sound, then sliding finger under the "e", blending together the "e" sound with the "p" sound.

Activities 5

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "e".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "e".

3. Dictado Syllable List #1- Sílabas con "e"

Materials: *Sílabas con "e" Student Chart, Syllable List #1 included below*

Syllable List #1

le	re	fe	que
te	che	pe	ne
ñe	de	me	he

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate "he", you will need to tell children that it begins with "h muda".

Write "que" on the board. Review the following points with your students.

"que"

"q" is always accompanied by "u"; it is never written by itself. The "u" is not pronounced. When writing from dictation, will write "qu" on one line, as if it were one letter.

"qu" has only two syllables: "que" and "qui". When they hear "ca", "co" and "cu", these are always written with the "hard c".

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. They are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Sílabas con "e" Student Charts or the wall chart during the dictation.

4. Dictado Word List #1 - Sílabas con "e"

Materials: *Sílabas con "e" Student Chart, Word List #1 included below*

Make sure each student has a Sílabas con "e" student chart. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

Using the Word List #1 above, dictate the words from the list and have the students listen for two syllables. They can clap out each syllable. Have them identify the first and second syllable. Ask them which syllable has the "e" using the support of their student charts. Have them circle which sílabas con "e" that they hear. Have the students write the part of the word with the sílaba con "e."

Note: most of the words only have "e" in the first syllable and some have them in the first and second syllable.

Make sure that they draw the two lines before writing the syllable. Students may refer to their Sílabas con "e" Student Charts or the wall chart during the dictation.

Word List #1

cheque	leña	negocio	tela
hembra	redondo	feroz	pelo
quema	ñeque	melón	debajo

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Sílabas con "e" Student Charts or the wall chart during the dictation.

5. Dictado Syllable List #2- Sílabas con "e"

Materials: *Sílabas con "e" student chart, Syllable List #2 included below*

Syllable List #2

se	ce	ze	je
ge	lle	ye	be
ve			

Note: The syllables from List #2 can be written in more than one way (i.e. lle, ye). Write the groups of syllables from Syllable List #2 on the board. Review the following points with your students.

se / ce / ze

"c" is pronounced "soft" (like the "c" of "cepillo") when it is accompanied by "e" or "i" and is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"s", "soft c" and "z" are all pronounced the same, so students must write all three spellings ("se", "ce" and "ze") when they hear these syllables.

je / ge

"g" is pronounced "hard" (like the "g" of "gemelos") when it is accompanied by "e" or "i" and is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

"j" and "hard g" are both pronounced the same, so students must write both spellings ("je" and "ge") when they hear these syllables.

be / ve

"b" and "v" are both pronounced the same, so students must write both spellings ("be" and "ve") when they hear these syllables.

lle / ye

UNIT OF STUDY: Sílabas con "e"

CONTINUED. . . .

"ll" and "y" are both pronounced the same, so students must write both spellings ("lle" and "ye") when they hear these syllables.

Dictate each group of syllables from List #2. For each group of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write all of the possible syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next group. Students may refer to their Sílabas con "e" Student Charts or the wall chart during the dictation.

6. Dictado Word List #2 - Sílabas con "e"

Materials: *Sílabas con "e" student chart, Word List #2 included in below*

Make sure each student has a Sílabas con "e" student chart. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to all of the possible syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write all of the possible syllables. Students may refer to their Sílabas con "e" Student Charts or the wall chart during the dictation.

Word List #2

Group #1	Group #2	Group #3	Group #4
lleva	belleza	generoso	sembrar
semilla	yegua	venado	genio
gente	ceja	lleno	beso
vela	jefe	zepelín	yeso

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "e".

HOMEWORK

Activities 1

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "e".



UNIT OF STUDY: Sílabas con "a-e"

WEEK 24-25 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION - EXPOSURE

1. Activity for Sílabas Revueltas (a-e)

Materials: *Sílabas Flip Chart*

- Hold the flip chart up so children can see it.
- Turn the cover over to expose "ma."
- Point to the "m" and have children read the sound. Point to the "a" and have children read the sound. Underline the syllable with your finger and have children read the syllable.
- Turn the "a" over to expose the "e." Point to the "m" and have children read the sound. Point to the "e" and have children read the sound. Underline the syllable with your finger and have children read the syllable. Repeat for any other vowels in the syllable group in the next segments. (ex. "i-o-u").
- Flip the vowels back over so that the "a" is exposed. Turn the "m" over and repeat the process for "p." Repeat for the rest of the consonants.

Note: Point out to children the "X" over the "qua," "quo" and "quu" on the "qu" page. Explain to them that the "qu" cannot be used with "a," "o" or "u." It can only be used with "e" and "i."

2. Activity for Sílabas Revueltas

Materials: *Las Sílabas Wall Chart*

Using the *Las Sílabas Wall Chart*, go back and forth between the "a" and "e" syllables, pointing alternately at syllables from both columns and having the group read the syllables as you point to them. Repeat for any other vowels in the syllable group in the next segments. (ex. "i-o-u").

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Introducing the Contrasting Process

Materials: *Chalk Board/White Board, Paper*

Note: "Contrasting" here refers to being able to read an "a" syllable followed by an "e" syllable (or vice versa) without confusing the "a" or "e". Up to this point, children have only had to be concerned with the changing of the initial sound. Now, they have to focus on and distinguish between the "a" and "e" ending sounds.

Write the following on the board:

m a
m e

Ask children how the above two syllables are different (one has an "a" and the other has an "e"). Tell children that they have to look carefully at each letter as they pronounce it. Place your finger under the "m" and have students say the sound. Then, slide your finger under the "a", having students blend together the "a" sound with the "m" sound. Repeat this with "me", reminding students to look carefully at the second letter.

Have students copy "ma" and "me" onto their paper or individual chalkboards. Together with you, have them place their finger under the "m" while making the "m" sound and then sliding their finger under the "a", blending together the "a" sound with the "m" sound. Then do the same for "me".

Check for understanding:

Each student individually repeats part of the above step for both syllables as follows: places finger under the first letter while saying its sound, then sliding finger under the second letter, blending the two letters together.

UNIT OF STUDY: Sílabas con "a-e"

CONTINUED. . . .

Write the following on the board:

s a
l e

Ask children how the above two syllables are different (the beginning and ending letters are different). Tell children that now they have to look even more carefully at each letter as they pronounce it. Place your finger under the "s" and have students say the sound. Then slide your finger under the "a", having students blend together the "a" sound with the "s" sound. Repeat this with "le", reminding students to look carefully at both letters.

Have students copy "sa" and "le" onto their paper or individual chalkboards. Together with you, have them place their finger under the "s" while making the "s" sound and then sliding their finger under the "a", blending together the "a" sound with the "s" sound. Repeat this for "le".

Check for understanding:

Each student individually repeats part of the above step for both syllables as follows: places finger under the first letter while saying its sound, then sliding finger under the second letter, blending the two letters together.

2. Contrasting "a-e" Syllables

Materials: *Las Sílabas Student Chart*

Pass out copies of the *Las Sílabas Student Chart* to each student. Then slowly pronounce syllables from both the "a" and "e" columns, alternating between these two columns. As you say each syllable, students are to place their finger on the syllable you are pronouncing (be sure to check each student to see that he is pointing to the correct syllable).

Note: For syllables with multiple spellings (se-ce-ze, ba-va, je-ge, etc.), make sure that students point to all the possible spellings.

Directions: Do the following steps for each pair of syllables in the list below. Cross out each pair as you complete the work for that pair.

fa re ga ja
que na de te

- Write "che" and "ña" on the board and have students copy them onto their paper or individual chalkboards. Together with you, have them place their finger under the consonant of the first syllable while saying its sound; then sliding their finger under the vowel, blending together both sounds. Have them repeat this sequence for the second syllable. (Remind students that "ch" is one letter.)
- Each student individually repeats part of the above step as follows: places finger under the consonant of the first syllable while saying its sound, then sliding finger under the vowel, blending together both sounds, then repeating this sequence for the second syllable.

3. Guided Practice

Materials: *Las Letras que Tienen el Mismo Sonido*

Pass out student copies of *Las Letras que Tienen el Mismo Sonido* to each student. Go over the sheet with the group. Explain that each group of letters is pronounced the same. Say together the picture name and beginning sound for each group of letters (i.e. "sombrero - s", "cepillo - c", "zapato - z").

- Write the following syllables on the board. Remind students that with "a", "o" and "u", the "g" is "soft" and the "c" is "hard" and with "e" and "i" the "g" is "hard" and the "c" is "soft".
ca ge
ce ga
- Have each student read the above syllables from the board.
- Using the *Las Sílabas Wall Chart*, go back and forth between the "a" and "e" syllables, pointing alternately at syllables from both columns and having the group read the syllables as you point to them.

- Using the Las Sílabas Wall Chart, go back and forth between the “a” and “e” syllables, pointing alternately at syllables from both columns and having each student read the syllables as you point to them.

4. Phonemic Awareness — Segmentation of Syllables into Phonemes

Materials: *Sílabas Revueltas: “a-e” Student Charts*

Tell the children that they are going to play a game. Tell them that you will say each sound in a syllable and they have to guess what that syllable is. Slowly articulate the sounds in each syllable (randomly selected) and have children guess what the syllable is. Allow the children to have their *Sílabas Revueltas a-e Student Charts* in front of them.

5. Dictado Syllable List #1- Sílabas con “a-e”

Materials: *Las Sílabas Student Charts, Syllable List #1 below*

Syllable List #1

che	fa	ne	ja
le	ra	ñe	que
me	de	ta	he
pa	ga	ca	

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate “he”, you will need to tell children that it begins with “h muda”.

Write “ga”, “ja”, “ca” and “que” on the board. Review the following points with your students.

“ga”

“g” is pronounced “soft” (like the “g” of “gato”) when it is accompanied by “a”, “o” or “u”.

“ja”

Can only be spelled this way.

You cannot write “ja” as “ga” because the “g” is always pronounced soft with the “a”.

“ca”

“c” is pronounced “hard” (like the “c” of “conejo”) when it is accompanied by “a”, “o” or “u”.

“ca” can only be spelled this way: you cannot write “ca” as “qua”. There is no such thing as “qua” (only “que” and “qui”).

“que”

“q” is always accompanied by “u”; it is never written by itself. The “u” is not pronounced. When writing from dictation, will write “qu” on one line, as if it were one letter.

“qu” has only two syllables: “que” and “qui”. When they hear “ca”, “co” and “cu”, these are always written with the “hard c”.

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their *Las Sílabas Student Charts* or the wall chart during the dictation.

6. Dictado Word List #1 - Sílabas con “a-e”

Materials: *Las Sílabas Student Charts, Word List #1 included below*

Make sure each student has a student chart entitled: *Las Sílabas*. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

UNIT OF STUDY: Sílabas con "a-e"

CONTINUED. . . .

Word List #1

temblor	gato	caballo	japonés
quemar	regla	navegar	chaparro
hambre	pelota	feliz	dentro
ñame	leche	mentiroso	

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

7. Dictado Syllable List #2- Sílabas con "a-e"

Materials: *Las Sílabas Student Charts, Syllable List #1 below*

Syllable List #2

se	ce	ze	lla
ya	je	ge	sa
za	be	ve	

Note: The syllables from List #2 can be written in more than one way (i.e. be, ve).

Write the groups of syllables from Syllable List #2 on the board. Review the following points with your students.

se / ce / ze

"c" is pronounced "soft" (like the "c" of "cepillo") when it is accompanied by "e" or "i" and is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"s", "soft c" and "z" are all pronounced the same, so students must write all three spellings ("se", "ce" and "ze") when they hear these syllables.

sa / za

"s" and "z" are both pronounced the same, so students must write both spellings ("sa" and "za") when they hear these syllables.

These syllables cannot be written as "ca" because the "c" with "a" is always pronounced hard, as in "conejo".

je / ge

"g" is pronounced "hard" (like the "g" of "gemelos") when it is accompanied by "e" or "i" and is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

"j" and "hard g" are both pronounced the same, so students must write both spellings ("je" and "ge") when they hear these syllables.

be / ve

"b" and "v" are both pronounced the same, so students must write both spellings ("be" and "ve") when they hear these syllables.

lla / ya

"ll" and "y" are both pronounced the same, so students must write both spellings ("lla" and "ya") when they hear these syllables.

Dictate each group of syllables from List #2. For each group of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write all of the possible syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next group. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

8. Dictado Word List #2 - Sílabas con "a-e"

Materials: *Las Sílabas Student Charts, Word List #2 included below*

Make sure each student has a Student Chart entitled: Las Sílabas. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to all of the possible syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
llamada	zancudo	zanahoria	generoso
cebolla	llanto	yeso	yegua
ballena	celoso	sembrar	sarampión
salón	gente	valle	ventana
general	batalla	jefe	serio

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write all of the possible syllables. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

9. Individual Testing

Materials: *Sílabas con "a-e" Cards*

At this point, you will need to evaluate each child's progress. Test each student by having him/her read all the syllables from the Sílabas con "a-e" cards.

10. Progress Evaluation

Materials: *Sílabas con "a-e" Cards, Blending Progress Chart*

Before progressing to the next section, the student must be able to read all the syllables with ease or with some ease and must have no more than two self-corrections with the ending vowel. "Self-correcting" means that the student may read the wrong vowel, but is able to self-correct, that is, corrects his or her mistake without prompting from the teacher. Record the date mastered on the Blending Progress Chart. You will find that contrasting these syllables (distinguishing between the "a" and "e" ending sounds) can be difficult for many children. Self-correction is an important aspect of this process. In other words, children may read "le" and "sa" as "le" and "se". However, if they self-correct and read "sa" correctly without prompting from you, this shows that they understand the process and may just need a little more practice. For those children who are experiencing difficulty, you may wish to repeat some of the activities in this section and/or do some dictation with them.

Independent Small Group

1. Sílabas con "a-e" Handwriting Practice

Materials: *Sílabas Revueltas con "a-e" Student Chart*

Have students copy the sílabas from the Sílabas Revueltas con "a-e" student chart onto a piece of paper.

UNIT OF STUDY: Sílabas con "a-e"

CONTINUED. . . .

2. Sílabas con "a-e" Activities

Materials: *Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos*

The individual student booklet provides a variety of activities for the Sílabas con "a-e" segment. Each book includes simple instructions; however, the instructor will need to provide the initial instructions for students until they are able to begin to develop the pattern of activities and know what to do on each.

HOMEWORK

1. Sílabas Revueltas con "a-e" Student Chart

Materials: *Sílabas Revueltas con "a-e" Student Chart*

Pass out the Sílabas Revueltas con "a-e" student chart to each student. Instruct children to take it home and study it every day.



UNIT OF STUDY: Palabras con "a-e"

WEEK 25-26-27 / PACING GUIDE = 12 DAYS

WHOLE GROUP INSTRUCTION

Activities 1 - 6

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".

7. Big Book: Big Book: Papá, Mamá, Ana, Pepe y Adela: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*

Capitals: Write the following sentence on the board: "Pepe sale de la casa." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Adela sale de la casa." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Pepesaledelacasa."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → Sentences → Book)

Activities 8 - 12

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 3

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".

4. Manipulating Syllables to Form Words (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*

For Blending con "a-e":

Write on the chalkboard the vowels that you are currently working with. Tell children that they are going to put all the syllables that end in "a" together in one or more columns and all the syllables that end in "e" in another column, etc.)

Refer to the directions in Palabras con "a", however, utilize materials for Palabras "a-e"

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

5. Big Book: Papá, Mamá y Ana: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*

Put children in groups of three. Using one set of word cards per group, have groups lay out their word cards on a piece of construction paper. Ask students to find the card or cards that answer the following questions, placing them in a row above the construction paper. Have them put

UNIT OF STUDY: Palabras con "a-e"

CONTINUED. . . .

the words back before asking the next question. You may wish to ask additional questions. Following is a group of questions for each mini book.

Papá, Mamá, Ana, Pepe y Adela

Busquen la(s) palabra(s) que:

...es un lugar para vivir. (casa)

...son cosas que se encuentran en una casa. (cama, tele)

...son nombres de personas. (Papa, Mama, Ana, Pepe, Adela)

...tienen una sílaba (dos Sílabas, tres Sílabas, etc.)

...empiezan con una mayúscula.

Note: At this point, it is suggested that you have each child take home his class set of word cards. Children then will have two sets of word cards and can play at home some of the games that require two sets.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con "a-e"

Materials: *Word List included below*

Follow the steps below for each of the following words.

Word List

mesa	pega	nace	leche
tela	papel	calle	gema
llega	queda	cheque	hace

Say the word to your group and have them clap out the syllables. Have the group tell you how many syllables are in the word. Tell students to write 2 lines together on their paper, one for each of the two syllables in the word: Say the word again to students and ask them what the first syllable is. Then ask them what the second syllable is.

Tell students to write the first syllable on the first line and the second one on the second line. Repeat the word. Check each student's paper and have him/her read the word to you.

Note #1: You may also wish to dictate some three and four syllable words to your group. You can use the Palabras con "a-e" as a resource for these words.

Note #2: When a sound is represented by two or more letters (i.e. "b" and "v") and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

Activities 7 - 11

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".

Independent Small Group

Activities 1 - 2

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".

3. Dictate the Syllables - For the "a-e" syllables (Whole-to-Part-to-Whole)

Materials: *Las Sílabas de Papá, Mamá, Ana, Pepe y Adela*

Preparations: On a piece of paper, draw a large "a" with a green crayon. Underneath, draw a large "e" with a red crayon (continue with a different color for each additional vowel in the next sections (ex. "i-o-u")). Put this on the wall or chalkboard for children to refer to.

Directions: Do the following for each syllable:

- Have children draw two lines.
- One student says the syllable and tells children to write the beginning sound with a black crayon on the first line.
- Have a student say the syllable again and ask the group what ending sound they hear.
- If the ending sound is "a", student instructs them to write that sound with a green crayon on the second line. If it is "e", then they are to write it with a red crayon. Assign colors for each additional vowel. Have children refer to the chart you made earlier which displays a different color for each vowel.

Note: The colors help children focus in on the ending sound.

- Have the children read back the syllables they have written from dictation

(Book → Sentences → Words → **Syllables** → Words → Sentences → Book)

Activities 4 - 11

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".

HOMEWORK

Activities 1

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e".



UNIT OF STUDY: Oraciones con "a-e"

WEEK 27-28-29-30 / PACING GUIDE = 13 DAYS

WHOLE GROUP INSTRUCTION – EXPOSURE

Activities 1 - 5

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e".

6. Big Book: Papá, Mamá y Ana: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Papá, Mamá, Ana, Pepe y Adela*

Capitals: Write the following sentence on the board: "Pepe sale de la casa." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Adela sale de la casa." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Pepesaledelacasa."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Activities 7

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e".

5. Spelling/Dictation — Oraciones con "a-e"

Materials: *Papá, Mamá, Ana, Pepe y Adela: Palabras para Formar Oraciones, Sentence list included below*

At the beginning of each lesson, review the following with children:

- Always begin a sentence with a capital letter and end the sentence with a period.
- Always put a space between each word.

Follow the steps below for each of the following sentences.

Sentence List

Eva gana.	Eva barre la calle.
Pepe sale.	Papá besa a Mamá.
Ella se queja.	Mamá hace la cena.
La mesa pesa.	Pepe sale de la casa.
Pepe se queda.	La ave mete la pata.

1. Read the sentence to the children.

2. Have children count the words in the sentence on their fingers and write the number on their papers.
3. Tell children that after they have written their sentence, they are to number each word, writing the number above the word. Remind them to begin the sentence with a capital letter, end the sentence with a period and leave spaces between the words. Read the sentence again to the children and have them write it on their papers.
4. Check each student's paper and have him/her read the sentence to you.

Note #1: When a sound is represented by two or more letters (i.e. "b" and "v") and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

Note #2: Refer to the Oraciones con "a-e" for additional sentences to dictate.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

Activities 6 - 9

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e".

Independent Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e".

HOMEWORK

Activities 1

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e".



UNIT OF STUDY: Sílabas con "i"

WEEK 30 / PACING GUIDE = 1 DAY

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "i".

3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "i"*

Syllables with Consonants that Hold their Sound

mi	ni	lli	si
fi	zi	li	ji
yi	ri	*gi	*ci
ñi			

Note: The consonants in the above syllables are capable of holding their sound, thus facilitating the blending process.

ci, gi:

When teaching "ci" and "gi", explain to students that when combined with "i", the "c" is pronounced "soft" as in "cepillo" and the "g" is pronounced "hard" as in "gemelos". Don't expect mastery of this, just exposure.

Pass out the Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "m" on the board and have students say the sound. Write "i" underneath and have students say the sound. Then, write "mi" together. Place your finger under the "m" while making the "m" sound. Slide your finger under the "i", blending together the "i" sound with the "m" sound. Have the group say "mi". Then have each individual student read the syllable.
- Have students copy "mi" onto their paper or individual chalkboards. Together with you, have them place their finger under the "m" while making the "m" sound and then sliding their finger under the "i", blending together the "i" sound with the "m" sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the "m" while saying its sound, then sliding finger under the "i", blending together the "i" sound with the "m" sound.

4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "i"*

Syllables with Consonants that Cannot Hold their Sound

pi	bi	*qui	ti
chi	*hi	di	vi

Note: The consonants in the above syllables are not capable of holding their sound, thus making the blending process more difficult. The "h" is included here because it has no sound.

*qui

When teaching "qui", tell students that "q" is always accompanied by "u" and that the "u" is not pronounced. Explain that there are only two syllables with "q": "que" and "qui".

*hi

When teaching “hi”, remind students that the “h” is not pronounced.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Cannot Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write “p” on the board and have students say the sound. Write “i” underneath and have students say the sound. Then, write “pi” together. Place your finger under the “p” while making the “p” sound. Slide your finger under the “i”, blending together the “i” sound with the “p” sound. Have the group say “pi”. Then have each individual student read the syllable.
- Have students copy “pi” onto their paper or individual chalkboards. Together with you, have them place their finger under the “p” while making the “p” sound and then sliding their finger under the “i”, blending together the “i” sound with the “p” sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the “p” while saying its sound, then sliding finger under the “i”, blending together the “i” sound with the “p” sound.

Activities 5

Reference Sílabas con “a” Activities in the previous section, however, use the materials for Sílabas con “i”.

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 2

Reference Sílabas con “a” Activities in the previous section, however, use the materials for Sílabas con “i”.

3. Dictado Syllable List #1 - Sílabas con “i”

Materials: *Sílabas con “i” Student Chart, Syllable List #1 included below*

Syllable List #1

li	ri	fi	qui
ñi	chi	pi	ni
ti	di	hi	mi

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate “hi”, you will need to tell children that it begins with “h muda”.

Write “qui” on the board. Review the following points with your students.

“qui”

“q” is always accompanied by “u”; it is never written by itself. The “u” is not pronounced. When writing from dictation, will write “qu” on one line, as if it were one letter.

“qu” has only two syllables: “que” and “qui”. When they hear “ca”, “co” and “cu”, these are always written with the “hard c”.

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. They are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Sílabas con “i” Student Charts or the wall chart during the dictation.

UNIT OF STUDY: Sílabas con "i"

CONTINUED. . . .

4. Dictado Word List #1 - Sílabas con "i"

Materials: *Sílabas con "i" Student Chart, Word List #1 included below*

Make sure each student has a Sílabas con "i" student chart. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #1

chicle	limón	fila	pico
hilo	rico	mira	día
quince	nieve	tienda	

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Sílabas con "i" Student Charts or the wall chart during the dictation.

5. Dictado Syllable List #2- Sílabas con "i"

Materials: *Sílabas con "i" Student Chart, Syllable List #2 included below*

Syllable List #2

si	ci	zi	ji
gi	lli	yi	bi
vi			

Note: The syllables from List #2 can be written in more than one way (i.e. lli, yi).

Write the groups of syllables from Syllable List #2 on the board. Review the following points with your students.

si / ci / zi

"c" is pronounced "soft" (like the "c" of "cepillo") when it is accompanied by "i" or "e" and is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"s", "soft c" and "z" are all pronounced the same, so students must write all three spellings ("si", "ci" and "zi") when they hear these syllables.

ji / gi

"g" is pronounced "hard" (like the "g" of "gemelos") when it is accompanied by "e" or "i" and is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

"j" and "hard g" are both pronounced the same, so students must write both spellings ("ji" and "gi") when they hear these syllables.

bi / vi

"b" and "v" are both pronounced the same, so students must write both spellings ("bi" and "vi") when they hear these syllables.

lli / yi

"ll" and "y" are both pronounced the same, so students must write both spellings ("lli" and "yi") when they hear these syllables.

Dictate each group of syllables from List #2. For each group of syllables, have students draw the appropriate lines on their chalkboards or papers. They are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write all of the possible syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next group. Students may refer to their Sílabas con "i" Student Charts or the wall chart during the dictation.

6. Dictado Word List #2- Sílabas con "i"

Materials: *Sílabas con "i" Student Chart, Word List #2 included below*

Make sure each student has a Sílabas con "i" student chart. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to all of the possible syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
sincero	*lli	jitomate	viento
biblioteca	cigüeña	*yi	gimnasio
jícama	vidrio	cita	*lli
*yi	gigante	bicicleta	sitio

*There are no common words beginning with the syllables "yi" or "lli".

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "i".

HOMEWORK

Activities 1

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "i".



UNIT OF STUDY: Sílabas con "a-e-i"

WEEK 30 / PACING GUIDE = 2 DAYS

WHOLE GROUP INSTRUCTION – EXPOSURE

Activities 1 - 2

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Introducing the Contrasting Process

Materials: Chalk Board/White Board, Paper

This was introduced in the previous segment, Sílabas con "a-e". Since it has already been modeled, you can move into the next activity below - Contrasting "a-e-i" Syllables.

1. Contrasting "a-e-i" Syllables

Materials: Las Sílabas Student Chart

Pass out copies of the Las Sílabas Student Chart to each student. Then slowly pronounce syllables from the "a", "e" and "i" columns, alternating among these three columns. As you say each syllable, students are to place their finger on the syllable you are pronouncing (be sure to check each student to see that he is pointing to the correct syllable).

Note: For syllables with multiple spellings (si-ci-zi, ba-va, je-ge, etc.), make sure that students point to all possible spellings.

Directions: Do the following steps for each pair of syllables in the list below. Cross out each pair as you complete the work for that pair.

fa ne chi da
que ti lla se
ri ma bi

- Write "ci", "ja" and "le" on the board and have students copy them onto their paper or individual chalkboards. Together with you, have them place their finger under the consonant of the first syllable while saying its sound; then sliding their finger under the vowel, blending together both sounds. Have them repeat this sequence for the other two syllables.
- Each student individually repeats part of the above step as follows: places finger under the consonant of the first syllable while saying its sound, then sliding finger under the vowel, blending together both sounds, then repeating this sequence for the other two syllables

2. Guided Practice

Materials: Las Letras que Tienen el Mismo Sonido

Pass out student copies of Las Letras que Tienen el Mismo Sonido to each student. Go over the sheet with the group. Explain that each group of letters is pronounced the same. Say together the picture name and beginning sound for each group of letters (i.e. "sombrero - s", "cepillo - c", "zapato - z").

- Write the following syllables on the board. Remind students that with "a", "o" and "u", the "g" is "soft" and the "c" is "hard" and with "e" and "i" the "g" is "hard" and the "c" is "soft".
ce gi
ca ga
ci ge
- Have each student read the above syllables from the board.
- Using the Las Sílabas Wall Chart, go back and forth between the "a", "e" and "i" syllables, pointing alternately at syllables from both columns and having the group read the syllables as you point to them.

- Using the Las Sílabas Wall Chart, go back and forth between the “a”, “e” and “i” syllables, pointing alternately at syllables from all three columns and having each student read the syllables as you point to them.

Activities 3

Reference Sílabas con “a-e” Activities in the previous section, however, use the materials for Sílabas con “a-e-i”.

4. Dictado Syllable List #1 - Sílabas con “a-e-i”

Materials: *Las Sílabas Student Charts, Syllable List #1 included below*

Syllable List #1

chi	fi	na	ja
la	ri	ñi	te
me	pe	qui	ca
da	ga	he	

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate “he”, you will need to tell children that it begins with “h muda”.

Write “ga”, “ja”, “ca” and “qui” on the board. Review the following points with your students.

“ga”

“g” is pronounced “soft” (like the “g” of “gato”) when it is accompanied by “a”, “o” or “u”.

“ja”

Can only be spelled this way.

You cannot write “ja” as “ga” because the “g” is always pronounced soft with the “a”.

“ca”

“c” is pronounced “hard” (like the “c” of “conejo”) when it is accompanied by “a”, “o” or “u”.

“ca” can only be spelled this way: you cannot write “ca” as “qua”. There is no such thing as “qua” (only “que” and “qui”).

“qui”

“q” is always accompanied by “u”; it is never written by itself. The “u” is not pronounced. When writing from dictation, will write “qu” on one line, as if it were one letter.

“qu” has only two syllables: “que” and “qui”. When they hear “ca”, “co” and “cu”, these are always written with the “hard c”.

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

5. Dictado Word List #1 - Sílabas con “a-e-i”

Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*

Make sure each student has a student chart entitled: Las Sílabas. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

UNIT OF STUDY: Sílabas con "a-e-i"

CONTINUED. . . .

Word List #1

terreno	ganso	calor	jardín
quiso	reporte	nivel	chancla
hipopótamo	pesado	feo	derecho
ñame	letra	minuto	

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

6 Dictado Syllable List #2- Sílabas con "a-e-i"

Materials: *Las Sílabas Student Charts, Syllable List #2 included below*

Syllable List #2

ba	va	lli	yi
sa	za	je	ge
si	ci	zi	

Note: The syllables from List #2 can be written in more than one way (i.e. lli, yi).

Write the groups of syllables from Syllable List #2 on the board. Review the following points with your students.

si / ci / zi

"c" is pronounced "soft" (like the "c" of "cepillo") when it is accompanied by "e" or "i" and is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"s", "soft c" and "z" are all pronounced the same, so students must write all three spellings ("si", "ci" and "zi") when they hear these syllables.

sa / za

"s" and "z" are both pronounced the same, so students must write both spellings ("sa" and "za") when they hear these syllables.

These syllables cannot be written as "ca" because the "c" with "a" is always pronounced hard, as in "conejo".

je / ge

"g" is pronounced "hard" (like the "g" of "gemelos") when it is accompanied by "e" or "i" and is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

"j" and "hard g" are both pronounced the same, so students must write both spellings ("je" and "ge") when they hear these syllables.

ba / va

"b" and "v" are both pronounced the same, so students must write both spellings ("ba" and "va") when they hear these syllables.

lli / yi

"ll" and "y" are both pronounced the same, so students must write both spellings ("lli" and "yi") when they hear these syllables.

Dictate each group of syllables from List #2. For each group of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second

line. Make sure that they write all of the possible syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next group. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

7. Dictado Word List #2- Sílabas con "a-e-i"

Materials: *Las Sílabas Student Charts, Word List #2 included below.*

Make sure each student has a Student Chart entitled: Las Sílabas. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to all of the possible syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
gigante	sitio	bilangüe	celoso
zancudo	jefe	sapo	lleno
veloz	zapatero	gente	vida
yate	víbora	sino	jitomate
cinto	llevar	yema	sacar

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write all of the possible syllables. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

Activities 8 - 9

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i".

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i".

HOMEWORK

Activities 1

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i".



UNIT OF STUDY: Palabras con "a-e-i"

WEEK 31 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION

Activities 1 - 6

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i".

7. Big Book: Big Book: Fifi y Miqui : Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Fifi y Miqui*

Capitals: Write the following sentence on the board: "Miqui mira la tacita de leche." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Miqui agarra la tacita de leche." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Miquimiralatacitadeleche."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(**Book** → Sentences → Words → Syllables → Words → Sentences → Book)

Activities 8 - 12

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 3

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i".

Activities 4

Reference Palabras con "a-e" Activities in the previous section, however, use the materials for Palabras con "a-e-i".

5. Big Book: Fifi y Miqui : Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Fifi y Miqui*

Put children in groups of three. Using one set of word cards per group, have groups lay out their word cards on a piece of construction paper. Ask students to find the card or cards that answer the following questions, placing them in a row above the construction paper. Have them put the words back before asking the next question. You may wish to ask additional questions. Following is a group of questions for each mini book.

Fifi y Miquí

Busquen la(s) palabra(s) que

...son animales. (ratita, gatita)

...es una cosa blanca que se toma. (leche)

...son nombres. (Fifi, Miqui)

...empiezan con la silaba "ca". (casita, camina, camita)

...terminan con la silaba "ta". (ratita, gatita, casita, camita, tacita, quita)

Note: At this point, it is suggested that you have each child take home his class set of word cards. Children then will have two sets of word cards and can play at home some of the games that require two sets.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con “a-e-i”

Materials: *Word List included below*

Follow the steps below for each of the following words.

Word List

niña	pide	fila	mira
quita	aquí	silla	chile
cita	mami	día	dice

Say the word to your group and have them clap out the syllables. Have the group tell you how many syllables are in the word. Tell students to write 2 lines together on their paper, one for each of the two syllables in the word: Say the word again to students and ask them what the first syllable is. Then ask them what the second syllable is.

Tell students to write the first syllable on the first line and the second one on the second line. Repeat the word. Check each student’s paper and have him/her read the word to you.

Note #1: You may also wish to dictate some three and four syllable words to your group. You can use the Palabras con “a-e-i” as a resource for these words.

Note #2: When a sound is represented by two or more letters (i.e. “b” and “v”) and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

Activities 7 - 11

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i”.

Independent Small Group

Activities 1 - 2

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i”.

Activities 3

Reference Palabras con “a-e” Activities in the previous section, however, use the materials for Palabras con “a-e-i”.

Activities 4 - 11

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i”.

HOMEWORK

Activities 1

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i”.



UNIT OF STUDY: Oraciones con "a-e-i"

WEEK 32 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION – EXPOSURE

Activities 1 - 5

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i".

6. Big Book: Fifi y Miqui : Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Fifi y Miqui*

Capitals: Write the following sentence on the board: "Miqui mira la tacita de leche." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Miqui agarra la tacita de leche." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Miquimiralatacitadeleche."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Activities 7

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i".

5. Spelling/Dictation — Oraciones con "a-e-i"

Materials: *Fifi y Miqui : Palabras para Formar Oraciones, Sentence list included below*

At the beginning of each lesson, review the following with children:


- Always begin a sentence with a capital letter and end the sentence with a period.
- Always put a space between each word.

Follow the steps below for each of the following sentences.

Sentence List

Mami mira.	Pati mira a Sami.
Sami chilla.	Ya hice la cena.
Mi tía mira.	Mi tía vive aquí.
La niña chilla.	Papi camina.
Salí de mi casa.	La gatita mira.

1. Read the sentence to the children.
2. Have children count the words in the sentence on their fingers and write the number on their papers.

- 
3. Tell children that after they have written their sentence, they are to number each word, writing the number above the word. Remind them to begin the sentence with a capital letter, end the sentence with a period and leave spaces between the words. Read the sentence again to the children and have them write it on their papers.
 4. Check each student's paper and have him/her read the sentence to you.

Note #1: When a sound is represented by two or more letters (i.e. "b" and "v") and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

Note #2: Refer to the Oraciones con "a-e-i" for additional sentences to dictate.

(Book → Sentences → Words → Syllables → Words → Sentences → **Book**)

Activities 6 - 9

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i".

Independent Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i".

HOMEWORK

Activities 1

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i".



UNIT OF STUDY: Sílabas con "o"

WEEK 33 / PACING GUIDE = 1 DAY

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "o".

3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "o"*

Syllables with Consonants that Hold their Sound

mo	no	llo	so
fo	zo	lo	jo
yo	ro	ño	

Note: The consonants in the above syllables are capable of holding their sound, thus facilitating the blending process.

Pass out the *Hoja de Estudiar: Sílabas con "o"* to each student, instructing him/her to take it home and study it every day.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "m" on the board and have students say the sound. Write "o" underneath and have students say the sound. Then, write "mo" together. Place your finger under the "m" while making the "m" sound. Slide your finger under the "o", blending together the "o" sound with the "m" sound. Have the group say "mo". Then have each individual student read the syllable.
- Have students copy "mo" onto their paper or individual chalkboards. Together with you, have them place their finger under the "m" while making the "m" sound and then sliding their finger under the "o", blending together the "o" sound with the "m" sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the "m" while saying its sound, then sliding finger under the "o", blending together the "o" sound with the "m" sound.

4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "o"*

Syllables with Consonants that Cannot Hold their Sound

po	*co	cho	to	bo
vo	do	*go	*ho	

Note: The consonants in the above syllables are not capable of holding their sound, thus making the blending process more difficult. The "h" is included here because it has no sound.

*co, go

When teaching "co" and "go", explain to students that when combined with "o", the "c" is pronounced "hard" as in "conejo" and the "g" is pronounced "soft" as in "gato". Don't expect mastery of this, just exposure.

*ho

When teaching "ho", remind students that the "h" is not pronounced.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Cannot Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write “p” on the board and have students say the sound. Write “o” underneath and have students say the sound. Then, write “po” together. Place your finger under the “p” while making the “p” sound. Slide your finger under the “o”, blending together the “o” sound with the “p” sound. Have the group say “po”. Then have each individual student read the syllable.
- Have students copy “po” onto their paper or individual chalkboards. Together with you, have them place their finger under the “p” while making the “p” sound and then sliding their finger under the “o”, blending together the “o” sound with the “p” sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the “p” while saying its sound, then sliding finger under the “o”, blending together the “o” sound with the “p” sound.

Activities 5

Reference Sílabas con “a” Activities in the previous section, however, use the materials for Sílabas con “o”.

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 2

Reference Sílabas con “a” Activities in the previous section, however, use the materials for Sílabas con “o”.

3. Dictado Syllable List #1- Sílabas con “o”

Materials: *Sílabas con “o” Student Chart, Syllable List #1 included below*

Syllable List #1

ho	ro	fo	ño
go	to	cho	lo
po	no	jo	do
co	mo		

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate “ho”, you will need to tell children that it begins with “h muda”.

Write “go”, “jo”, “co” on the board. Review the following points with your students.

“go”

“g” is pronounced “soft” (like the “g” of “gato”) when it is accompanied by “a”, “o” or “u”.

“jo”

Can only be spelled this way.

You cannot write “jo” as “go” because the “g” is always pronounced soft with the “o”.

“co”

“c” is pronounced “hard” (like the “c” of “conejo”) when it is accompanied by “a”, “o” or “u”.

“co” can only be spelled this way: you cannot write “co” as “quo”. There is no such thing as “quo” (only “que” and “qui”).

UNIT OF STUDY: Sílabas con "o"

CONTINUED. . . .

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Sílabas con "o" Student Charts or the wall chart during the dictation.

4. Dictado Word List #1 - Sílabas con "o"

Materials: *Sílabas con "o" Student Chart, Word List #1 included below*

Make sure each student has a Sílabas con "o" student chart. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #1

cocina	hombre	ropa	noche	pobre
jóven	gobierno	ocio	mochila	doble
choque	lodo	foto	toque	

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Sílabas con "o" Student Charts or the wall chart during the dictation.

5. Dictado Syllable List #2- Sílabas con "o"

Materials: *Sílabas con "o" Student Chart, Syllable List #2 included below*

Syllable List #2

so	zo	bo	vo
llo	yo		

Note: The syllables from List #2 can be written in more than one way (i.e. so, zo).

Write the pairs of syllables from Syllable List #2 on the board. Review the following points with your students.

so / zo

"s" and "z" are both pronounced the same, so students must write both spellings ("so" and "zo") when they hear these syllables.

These syllables cannot be written as "co" because the "c" with "o" is always pronounced hard, as in "conejo".

bo / vo

"b" and "v" are both pronounced the same, so students must write both spellings ("bo" and "vo") when they hear these syllables.

llo / yo

"ll" and "y" are both pronounced the same, so students must write both spellings ("llo" and "yo") when they hear these syllables.

Dictate each pair of syllables from List #2. For each pair of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write both of the syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next pair. Students may refer to their Sílabas con "o" Student Charts or the wall chart during the dictation.

6. Dictado Word List #2 - Sílabas con "o"

Materials: *Sílabas con "o" Student Chart, Word List #2 included below.*

Make sure each student has a Sílabas con "o" student chart. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to both syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
yola	bolita	solo	bonito
sobre	llora	volumen	llover
volante	zopilote	yodo	zorillo

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write both of the syllables. Students may refer to their Sílabas con "o" Student Charts or the wall chart during the dictation.

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "o".

HOMEWORK

Activities 1

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "o".



UNIT OF STUDY: Sílabas con "a-e-i-o"

WEEK 33 / PACING GUIDE = 1 DAY

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 2

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Contrasting "a-e-i-o" Syllables

Materials: *Las Sílabas Student Chart*

Pass out copies of the *Las Sílabas Student Chart* to each student. Then slowly pronounce syllables from the "a", "e", "i" and "o" columns, alternating among these four columns. As you say each syllable, students are to place their finger on the syllable you are pronouncing (be sure to check each student to see that he is pointing to the correct syllable).

Note: For syllables with multiple spellings (si-ci-zi, bo-vo, je-ge, etc.), make sure that students point to all the possible spellings.

Directions: Do the following steps for each pair of syllables in the list below. Cross out each pair as you complete the work for that pair.

no	ti	ra	me
hi	ño	fe	za
ga	be	qui	do
le	sa	llo	ji

- Write "po", "di", "re" and "ya" on the board and have students copy them onto their paper or individual chalkboards. Together with you, have them place their finger under the consonant of the first syllable while saying its sound; then sliding their finger under the vowel, blending together both sounds. Have them repeat this sequence for the other three syllables.
- Each student individually repeats part of the above step as follows: places finger under the consonant of the first syllable while saying its sound, then sliding finger under the vowel, blending together both sounds, then repeating this sequence for the other two syllables

2. Guided Practice

Materials: *Las Letras que Tienen el Mismo Sonido*

Pass out student copies of *Las Letras que Tienen el Mismo Sonido* to each student. Go over the sheet with the group. Explain that each group of letters is pronounced the same. Say together the picture name and beginning sound for each group of letters (i.e. "sombrero - s", "cepillo - c", "zapato - z").

- Write the following syllables on the board. Remind students that with "a", "o" and "u", the "g" is "soft" and the "c" is "hard" and with "e" and "i" the "g" is "hard" and the "c" is "soft".

co	ga
ci	ge
ca	go
ce	gi
- Have each student read the above syllables from the board.
- Using the *Las Sílabas Wall Chart*, go back and forth between the "a", "e" and "i" and "o" syllables, pointing alternately at syllables from all four columns and having the group read the syllables as you point to them.

- Using the Las Sílabas Wall Chart, go back and forth between the “a”, “e”, “i” and “o” syllables, pointing alternately at syllables from all four columns and having each student read the syllables as you point to them.

Activities 3

Reference Sílabas con “a-e” Activities in the previous section, however, use the materials for Sílabas con “a-e-i-o”.

4. Dictado Syllable List #1 - Sílabas con “a-e-i-o”.

Materials: *Las Sílabas Student Charts, Syllable List #1 included below*

Syllable List #1

chi	fo	no	jo
le	ra	ñe	ta
mi	pa	que	ha
di	co	go	

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate “ha”, you will need to tell children that it begins with “h muda”.

Write “go”, “jo”, “co” and “que” on the board. Review the following points with your students.

“go”

“g” is pronounced “soft” (like the “g” of “gato”) when it is accompanied by “a”, “o” or “u”.

“jo”

Can only be spelled this way.

You cannot write “jo” as “go” because the “g” is always pronounced soft with the “o”.

“co”

“c” is pronounced “hard” (like the “c” of “conejo”) when it is accompanied by “a”, “o” or “u”.

“co” can only be spelled this way: you cannot write “co” as “quo”. There is no such thing as “quo” (only “que” and “qui”).

“que”

“q” is always accompanied by “u”; it is never written by itself. The “u” is not pronounced. When writing from dictation, will write “qu” on one line, as if it were one letter.

“qu” has only two syllables: “que” and “qui”. When they hear “ca”, “co” and “cu”, these are always written with the “hard c”.

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

5. Dictado Word List #1 - Sílabas con “a-e-i-o”.

Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*

Make sure each student has a student chart entitled: Las Sílabas. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

UNIT OF STUDY: Sílabas con "a-e-i-o"

CONTINUED. . . .

Word List #1

temblor	gota	cobija	jarabe
robar	quien	nopales	chavalito
hormiga	pelón	favor	deporte
lotería	ñandú	medalla	

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

6. Dictado Syllable List #2- Sílabas con "a-e-i-o"

Materials: *Las Sílabas Student Charts, Syllable List #2 included below*

Syllable List #2

so	zo	lla	ya
ji	gi	bo	vo
se	ce	ze	

Note: The syllables from List #2 can be written in more than one way (i.e. bo, vo).

Write the groups of syllables from Syllable List #2 on the board. Review the following points with your students.

se / ce / ze

"c" is pronounced "soft" (like the "c" of "cepillo") when it is accompanied by "e" or "i" and is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"s", "soft c" and "z" are all pronounced the same, so students must write all three spellings ("se", "ce" and "ze") when they hear these syllables.

so / zo

"s" and "z" are both pronounced the same, so students must write both spellings ("so" and "zo") when they hear these syllables.

These syllables cannot be written as "co" because the "c" with "o" is always pronounced hard, as in "conejo".

ji / gi

"g" is pronounced "hard" (like the "g" of "gemelos") when it is accompanied by "e" or "i" and is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

"j" and "hard g" are both pronounced the same, so students must write both spellings ("ji" and "gi") when they hear these syllables.

bo / vo

"b" and "v" are both pronounced the same, so students must write both spellings ("bo" and "vo") when they hear these syllables.

lli / yi

"ll" and "y" are both pronounced the same, so students must write both spellings ("lla" and "ya") when they hear these syllables.

Dictate each group of syllables from List #2. For each group of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second

line. Make sure that they write all of the possible syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next group. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

7. Dictado Word List #2- Sílabas con "a-e-i-o"

Materials: *Las Sílabas Student Charts, Word List #2 included below*

Make sure each student has a Student Chart entitled: Las Sílabas. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to all of the possible syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
llover	botón	vuelo	sentir
silencio	cebolla	ciruela	yate
valiente	zócalo	jícama	bigote
jefe	yarda	llorona	zopilote
zorro	gitano	sapo	gente

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write all of the possible syllables. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

Activities 8 - 9

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o".

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o".

HOMEWORK

Activities 1

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o".



UNIT OF STUDY: Palabras con "a-e-i-o"

WEEK 33 & 34 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION

Activities 1 – 6

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o".

7. Big Book: Big Book: Toñita: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

Capitals: Write the following sentence on the board: "Miqui mira la tacita de leche." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Miqui agarra la tacita de leche." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Miquimiralatacitadeleche."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(**Book** → Sentences → Words → Syllables → Words → Sentences → Book)

Activities 8 – 12

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 – 3

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o".

Activities 4

Reference Palabras con "a-e" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o".

5. Big Book:: Toñita: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

Put children in groups of three. Using one set of word cards per group, have groups lay out their word cards on a piece of construction paper. Ask students to find the card or cards that answer the following questions, placing them in a row above the construction paper. Have them put the words back before asking the next question. You may wish to ask additional questions. Following is a group of questions for each mini book.

Toñita

- Busquen la(s) palabra(s) que
- ...es una cosa que se tira. (pelota)
- ...es un cuarto donde cocinamos. (cocina)
- ...es comida. (sopa)
- ...es un animal. (perrito)
- ...son nombres. (Ramiro, Tonita, Rosa, Tito)

Note: At this point, it is suggested that you have each child take home his class set of word cards. Children then will have two sets of word cards and can play at home some of the games that require two sets.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con “a-e-i-o”

Materials: *Word List included below*

Follow the steps below for each of the following words.

Word List

oso	corre	chivo	noche
oye	tío	mito	moño
chilla	digo	soga	hijo

Say the word to your group and have them clap out the syllables. Have the group tell you how many syllables are in the word. Tell students to write 2 lines together on their paper, one for each of the two syllables in the word: Say the word again to students and ask them what the first syllable is. Then ask them what the second syllable is.

Tell students to write the first syllable on the first line and the second one on the second line. Repeat the word. Check each student’s paper and have him/her read the word to you.

Note #1: You may also wish to dictate some three and four syllable words to your group. You can use the Palabras con “a-e-i-o” as a resource for these words.

Note #2: When a sound is represented by two or more letters (i.e. “b” and “v”) and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

Activities 7 – 11

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o”.

Independent Small Group

Activities 1 – 2

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o”.

Activities 3

Reference Palabras con “a-e” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o”.

Activities 4 – 11

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o”.

HOMework

Activities 1

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o”.



UNIT OF STUDY: Oraciones con "a-e-i-o"

WEEK 34 & 35 / PACING GUIDE = 5 DAYS

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 5

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o".

6. Big Book: Toñita: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Toñita*

Capitals: Write the following sentence on the board: "Yo me llamo Toñita." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Yo vivo aquí." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("YomellamoToñita."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

Activities 7

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o".

5. Spelling/Dictation — Oraciones con "a-e-i-o"

Materials: *Toñita: Palabras para Formar Oraciones, Sentence list included below*

At the beginning of each lesson, review the following with children:


- Always begin a sentence with a capital letter and end the sentence with a period.
- Always put a space between each word.

Follow the steps below for each of the following sentences.

Sentence List

Tito se cayó.	Doña Rosa hizo la sopa.
Yo tomo leche.	Rosita corre rápido.
José come la sopa.	Me picó la abeja.
Rosa lavó la ropa.	Ramiro tiró la pelota.
José se pone la gorra.	La señora lavó la ropa.

1. Read the sentence to the children.
2. Have children count the words in the sentence on their fingers and write the number on their papers.

- 
3. Tell children that after they have written their sentence, they are to number each word, writing the number above the word. Remind them to begin the sentence with a capital letter, end the sentence with a period and leave spaces between the words. Read the sentence again to the children and have them write it on their papers.
 4. Check each student's paper and have him/her read the sentence to you.

Note #2: Refer to the Oraciones con "a-e-i-o" for additional sentences to dictate.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

Activities 6 - 9

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o".

Independent Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o".

HOMEWORK

Activities 1

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o".



UNIT OF STUDY: Sílabas con "u"

WEEK 35 / PACING GUIDE = 1 DAY

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "u".

3. Phonemic Awareness Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Can Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "u"*

Syllables with Consonants that Hold their Sound

mu	nu	llu	su
fu	zu	lu	ju
yu	ru	ñu	

Note: The consonants in the above syllables are capable of holding their sound, thus facilitating the blending process.

Pass out the *Hoja de Estudiar: Sílabas con "u"* to each student, instructing him/her to take it home and study it every day.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write "m" on the board and have students say the sound. Write "u" underneath and have students say the sound. Then, write "mu" together. Place your finger under the "m" while making the "m" sound. Slide your finger under the "u", blending together the "u" sound with the "m" sound. Have the group say "mu". Then have each individual student read the syllable.
- Have students copy "mu" onto their paper or individual chalkboards. Together with you, have them place their finger under the "m" while making the "m" sound and then sliding their finger under the "u", blending together the "u" sound with the "m" sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the "m" while saying its sound, then sliding finger under the "u", blending together the "u" sound with the "m" sound.

4. Phonemic Awareness: Blending Phonemes (Speech Sounds) into Syllables Using Consonants That Cannot Hold Their Sound

Materials: *Hoja de Estudiar: Sílabas con "u"*

Syllables with Consonants that Cannot Hold their Sound

pu	*cu	chu	tu	bu
vu	du	*gu	*hu	

Note: The consonants in the above syllables are not capable of holding their sound, thus making the blending process more difficult. The "h" is included here because it has no sound.

*cu, gu

When teaching "cu" and "gu", explain to students that when combined with "u", the "c" is pronounced "hard" as in "conejo" and the "g" is pronounced "soft" as in "gato". Don't expect mastery of this, just exposure.

*hu

When teaching "hu", remind students that the "h" is not pronounced.

Directions: Repeat the three steps below for each of the syllables in the list above (Syllables With Consonants That Cannot Hold Their Sound). Cross out each syllable in the list as you complete the three steps for that syllable.

- Write “p” on the board and have students say the sound. Write “u” underneath and have students say the sound. Then, write “pu” together. Place your finger under the “p” while making the “p” sound. Slide your finger under the “u”, blending together the “u” sound with the “p” sound. Have the group say “pu”. Then have each individual student read the syllable.
- Have students copy “pu” onto their paper or individual chalkboards. Together with you, have them place their finger under the “p” while making the “p” sound and then sliding their finger under the “u”, blending together the “u” sound with the “p” sound.
- **Check for understanding:** Each student individually repeats part of the above step as follows: places finger under the “p” while saying its sound, then sliding finger under the “u”, blending together the “u” sound with the “p” sound.

Activities 5

Reference Sílabas con “a” Activities in the previous section, however, use the materials for Sílabas con “u”.

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 2

Reference Sílabas con “a” Activities in the previous section, however, use the materials for Sílabas con “u”.

3. Dictado Syllable List #1 - Sílabas con “u”

Materials: *Sílabas con “u” Student Chart, Syllable List #1 included below*

Syllable List #1

lu	ru	fu	hu
gu	tu	chu	mu
pu	nu	ju	du
cu	ñu		

Note #1: The syllables from List #1 can only be written one way.

Note #2: When you dictate “hu”, you will need to tell children that it begins with “h muda”.

Write “gu”, “ju”, “cu” on the board. Review the following points with your students.

“gu”

“g” is pronounced “soft” (like the “g” of “gato”) when it is accompanied by “a”, “o” or “u”.

“ju”

Can only be spelled this way.

You cannot write “ju” as “gu” because the “g” is always pronounced soft with the “u”.

“cu”

“c” is pronounced “hard” (like the “c” of “conejo”) when it is accompanied by “a”, “o” or “u”.

“cu” can only be spelled this way: you cannot write “cu” as “quu”. There is no such thing as “quu” (only “que” and “qui”).

UNIT OF STUDY: Sílabas con "u"

CONTINUED. . . .

Dictate the syllables from Syllable List #1. For each syllable, have students first draw two lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Check each student for the correct answer and provide assistance where needed before proceeding to the next syllable. Students may refer to their Sílabas con "u" Student Charts or the wall chart during the dictation.

4. Dictado Word List #1 - Sílabas con "u"

Materials: *Sílabas con "u" student chart, Word List #1 included below*

Make sure each student has a Sílabas con "u" student chart. Using the Word List #1 below, have students point to the syllables on their charts as you read the words from the list. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #1

ruta	luz	nudo	mucho	humano
chulo	fuma	gusano	punto	cuchara
tuba	jugo	duda		

Using the Word List: #1 above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Students may refer to their Sílabas con "u" Student Charts or the wall chart during the dictation.

5. Dictado Syllable List #2- Sílabas con "u"

Materials: *Sílabas con "u" Student Chart, Syllable List #2 included below*

Syllable List #2

su	zu	bu	vu
llu	yu		

Note: The syllables from List #2 can be written in more than one way (i.e. su, zu).

Write the pairs of syllables from Syllable List #2 on the board. Review the following points with your students.

su / zu

"s" and "z" are both pronounced the same, so students must write both spellings ("su" and "zu") when they hear these syllables.

These syllables cannot be written as "cu" because the "c" with "u" is always pronounced hard.

bu / vu

"b" and "v" are both pronounced the same, so students must write both spellings ("bu" and "vu") when they hear these syllables.

llu / yu

"ll" and "y" are both pronounced the same, so students must write both spellings ("llu" and "yu") when they hear these syllables.

Dictate each pair of syllables from List #2. For each pair of syllables, have students draw the appropriate lines on their chalkboards or papers. As before, they are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write both of the syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next pair. Students may refer to their Sílabas con "u" Student Charts or the wall chart during the dictation.

6. Dictado Word List #2 - Sílabas con "u"

Materials: *Sílabas con "o" Student Chart, Word List #2 included below*

Make sure each student has a Sílabas con "u" student chart. Using one of the groups from the Word List #2 below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to both syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List #2

Group #1	Group #2	Group #3	Group #4
yuca	vuelo	zumba	lluvioso
zurdo	lluvia	burro	suyo
buñuelo	suma	yunta	vuelta

Note: The above list contains 4 groups of words. You need only dictate one group. The other groups are provided in the event that your students need more practice.

Using the Word List #2 above, dictate one of the groups of words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write both of the syllables. Students may refer to their Sílabas con "u" Student Charts or the wall chart during the dictation.

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "u".

HOMEWORK

Activities 1

Reference Sílabas con "a" Activities in the previous section, however, use the materials for Sílabas con "u".



UNIT OF STUDY: Sílabas con "a-e-i-o-u"

WEEK 35 / PACING GUIDE = 1 DAY

WHOLE GROUP INSTRUCTION - EXPOSURE

Activities 1 - 2

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o-u".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

1. Contrasting "a-e-i-o-u" Syllables

Materials: *Las Sílabas Student Chart*

Pass out copies of the *Las Sílabas Student Chart* to each student. Then slowly pronounce syllables from the "a", "e", "i", "o" and "u" columns, alternating among these five columns. As you say each syllable, students are to place their finger on the syllable you are pronouncing (be sure to check each student to see that he is pointing to the correct syllable).

Note: For syllables with multiple spellings (si-ci-zi, bu-vu, je-ge, etc.), make sure that students point to all the possible spellings.

Directions: Do the following steps for each pair of syllables in the list below. Cross out each pair as you complete the work for that pair.

du	pe	llo	ñi
ne	ya	li	vo
ma	si	tu	que
fo	chu	be	za
ri	do	ja	gu

- Write "su", "ña", "te", "ro", and "fi" on the board and have students copy them onto their paper or individual chalkboards. Together with you, have them place their finger under the consonant of the first syllable while saying its sound; then sliding their finger under the vowel, blending together both sounds. Have them repeat this sequence for the other four syllables.
- Each student individually repeats part of the above step as follows: places finger under the consonant of the first syllable while saying its sound, then sliding finger under the vowel, blending together both sounds, then repeating this sequence for the other two syllables

2. Guided Practice

Materials: *Las Letras que Tienen el Mismo Sonido*

Pass out student copies of *Las Letras que Tienen el Mismo Sonido* to each student. Go over the sheet with the group. Explain that each group of letters is pronounced the same. Say together the picture name and beginning sound for each group of letters (i.e. "sombrero - s", "cepillo - c", "zapato - z").

- Write the following syllables on the board. Remind students that with "a", "o" and "u", the "g" is "soft" and the "c" is "hard" and with "e" and "i" the "g" is "hard" and the "c" is "soft".

cu	go
ci	ge
co	gu
ce	gi
ca	ga
- Have each student read the above syllables from the board.
- Using the *Las Sílabas Wall Chart*, go back and forth between the "a", "e", "i", "o" and "u" syllables, pointing alternately at syllables from all four columns and having the group read the syllables as you point to them.
- Using the *Las Sílabas Wall Chart*, go back and forth between the "a", "e", "i", "o" and "u" syllables, pointing alternately at syllables from all five columns and having each student read the syllables as you point to them.

Activities 3

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o-u".

4. Dictado Syllable List #1 - Sílabas con "a-e-i-o-u"

Materials: *Las Sílabas Student Charts, Syllable List #1 included below*

Note: For these final dictations, the syllables and words lists are not separated into two groups as before (i.e. syllables with just one spelling and syllables with two or three spellings). By this point, students should be able to write whatever syllable you dictate and be familiar with all the possible spellings for that syllable.

Syllable List

che	fu	je (ge)	da
ne	llo (yo)	la	ru
ju	su (zu)	ñi	to
me	qui	ho	po
si (ci, zi)	cu	ga	ba (va)

Note: When you dictate "ho", you will need to tell children that it begins with "h muda".

Write the following syllables on the board and review the notes underneath with your children.

si / ci / zi

"c" is pronounced "soft" (like the "c" of "cepillo") when it is accompanied by "e" or "i" and is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"s", "soft c" and "z" are all pronounced the same, so students must write all three spellings ("si", "ci" and "zi") when they hear these syllables.

su / zu

"s" and "z" are both pronounced the same, so students must write both spellings ("su" and "zu") when they hear these syllables.

These syllables cannot be written as "cu" because the "c" with "u" is always pronounced hard, as in "conejo".

"cu"

"c" is pronounced "hard" (like the "c" of "conejo") when it is accompanied by "a", "o" or "u".

"cu" can only be spelled this way: you cannot write "cu" as "quu". There is no such thing as "quu" (only "que" and "qui").

"qui"

"q" is always accompanied by "u"; it is never written by itself. The "u" is not pronounced. When writing from dictation, will write "qu" on one line, as if it were one letter.

"qu" has only two syllables: "que" and "qui". When they hear "ca", "co" and "cu", these are always written with the "hard c".

je / ge

"g" is pronounced "hard" (like the "g" of "gemelos") when it is accompanied by "e" or "i" and is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

"j" and "hard g" are both pronounced the same, so students must write both spellings ("je" and "ge") when they hear these syllables.

"ga"

"g" is pronounced "soft" (like the "g" of "gato") when it is accompanied by "a", "o" or "u".

UNIT OF STUDY: Sílabas con "a-e-i-o-u"

CONTINUED. . . .

"ju"

Can only be spelled this way.

You cannot write "ju" as "gu" because the "g" is always pronounced hard with the "u".

ba / va

"b" and "v" are both pronounced the same, so students must write both spellings ("ba" and "va") when they hear these syllables.

llo / yo

"ll" and "y" are both pronounced the same, so students must write both spellings ("llo" and "yo") when they hear these syllables.

Dictate the syllables from the Syllable List above. For each syllable or group of syllables, have students draw the appropriate lines on their chalkboards or papers. They are to write the letter of the first sound they hear on the first line and the letter of the second (last) sound on the second line. Make sure that they write all of the possible syllables. Check each student for the correct answer and provide assistance where needed before proceeding to the next group. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

5. Dictado Word List #1 - Sílabas con "a-e-i-o-u"

Materials: *Las Sílabas Student Charts, Word List #1 included in Activities section*

Make sure each student has a student chart entitled: Las Sílabas. Using the Word List below, have students point to the syllables on their charts as you read the words from the list. Make sure that students point to all of the possible syllables. (Tell students that they are to listen for the beginning sounds in each word.)

Word List

ñandú	gota	fulano	dolor
general (je)	cine (si, zi)	quiso	santo (za)
humo	lunes	pellizco	rey
chilería	tenedor	llanta (ya)	multa
noventa	joyería	boca (vo)	carro

Using the Word List above, dictate the words from the list and have the students write the letters representing the first and second sounds (i.e. the first syllable of the word). Make sure that they draw the two lines before writing the syllable. Also, make sure that they write all of the possible syllables. Students may refer to their Las Sílabas Student Charts or the wall chart during the dictation.

Activities 6 - 7

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o-u".

Independent Small Group

Activities 1 - 2

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o-u".

HOMEWORK

Activities 1

Reference Sílabas con "a-e" Activities in the previous section, however, use the materials for Sílabas con "a-e-i-o-u".



UNIT OF STUDY: Palabras con "a-e-i-o-u"

WEEK 35 / PACING GUIDE = 3 DAYS

WHOLE GROUP INSTRUCTION

Activities 1 – 6

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o-u".

7. Big Book: Big Book: Hugo y la Urraca: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*

Capitals: Write the following sentence on the board: "Hugo sale de su casa." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Hugo mira a la Urraca." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Hugosaledesucasa."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

Activities 8 – 12

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o-u".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 – 3

Reference Palabras con "a" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o-u".

Activities 4

Reference Palabras con "a-e" Activities in the previous section, however, use the materials for Palabras con "a-e-i-o-u".

5. Big Book: Hugo y la Urraca: Classification: Cooperative Learning Activity (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*

Put children in groups of three. Using one set of word cards per group, have groups lay out their word cards on a piece of construction paper. Ask students to find the card or cards that answer the following questions, placing them in a row above the construction paper. Have them put the words back before asking the next question. You may wish to ask additional questions. Following is a group of questions for each mini book.

Hugo y la Urraca

- Busquen la(s) palabra(s) que
- ...es una cosa que tiene agua. (laguna)
- ...es ropa. (chaqueta, cachucha)
- ...es un animal. (urraca)

UNIT OF STUDY: Segment 1, 2, 4 & 6

CONTINUED. . . .

...es un insecto. (oruga)
...nos dice lo que hace un pajarito.(vuela)

Note: At this point, it is suggested that you have each child take home his class set of word cards. Children then will have two sets of word cards and can play at home some of the games that require two sets.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

6. Spelling/Dictation — Palabras con “a-e-i”

Materials: *Word List included below*

Follow the steps below for each of the following words.

Word List

nube	fuchi	usa	fuma
Susi	duda	mucho	uva
suyo	uno	cuna	uña

Say the word to your group and have them clap out the syllables. Have the group tell you how many syllables are in the word. Tell students to write 2 lines together on their paper, one for each of the two syllables in the word: Say the word again to students and ask them what the first syllable is. Then ask them what the second syllable is.

Tell students to write the first syllable on the first line and the second one on the second line. Repeat the word. Check each student’s paper and have him/her read the word to you.

Note #1: You may also wish to dictate some three and four syllable words to your group. You can use the Palabras con “a-e-i-o-u” as a resource for these words.

Note #2: When a sound is represented by two or more letters (i.e. “b” and “v”) and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

(Book → Sentences → **Words** → Syllables → Words → Sentences → Book)

Activities 7 – 11

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o-u”.

Independent Small Group

Activities 1 – 2

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o-u”.

Activity 3

Reference Palabras con “a-e” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o-u”.

Activities 4 – 11

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o-u”.

HOME WORK

Activities 1

Reference Palabras con “a” Activities in the previous section, however, use the materials for Palabras con “a-e-i-o-u”.



UNIT OF STUDY: Oraciones con "a-e-i-o-u"

WEEK 36 / PACING GUIDE = 3 DAYS

WHOLE GROUP INSTRUCTION – EXPOSURE

Activities 1- 5

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o-u".

6. Big Book: Hugo y la Urraca: Capitals, Periods and Spacing (Whole-to-Part-to-Whole)

Materials: *Big Book: Hugo y la Urraca*

Capitals: Write the following sentence on the board: "Hugo sale de su casa." Tell children that this is a sentence. Tell them that a sentence always begins with a capital letter. Teach children that each "big letter" is the "mayúscula" and that the small letter is the "minúscula". You should always use these terms when referring to capital or lowercase letters.

Period: Tell children that a sentence ends with a period. The period tells us that the sentence is finished and that we should pause before reading the next sentence. Erase the period from the sentence above and write "Hugo mira a la Urraca." next to it. Read the two sentences without pausing between them. Then put the period back in and read the sentences again, this time pausing. Ask children which way sounds better. Erase the second sentence.

Spaces: Write the sentence again underneath the first one, leaving the spaces out ("Hugosaledesucasa."). Ask children which sentence is easier to read and ask them if anyone knows why. Point out the spaces between each word. Tell children that the spaces make the sentence easier to read.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

Activities 7

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o-u".

SMALL GROUP DIFFERENTIATION OF INSTRUCTION

Instructor Lead Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o-u".

5. Spelling/Dictation — Oraciones con "a-e-i-o-u"

Materials: *Hugo y la Urraca: Palabras para formar oraciones, Sentence list included below*

At the beginning of each lesson, review the following with children:

- Always begin a sentence with a capital letter and end the sentence with a period.
- Always put a space between each word.

Follow the steps below for each of the following sentences.

Sentence List

La luna sale.

José me saludó.

Mi mamá me curó.

Tu cuchara se cayó.

Hugo se come una uva.

La música dura mucho.

Su tío vino de Perú.

Mi amigo me ayuda.

Yo te ayudo.

La muchacha saluda a su amiga.

1. Read the sentence to the children.
2. Have children count the words in the sentence on their fingers and write the number on their papers.

UNIT OF STUDY: Oraciones con "a-e-i-o-u"

CONTINUED. . . .

3. Tell children that after they have written their sentence, they are to number each word, writing the number above the word. Remind them to begin the sentence with a capital letter, end the sentence with a period and leave spaces between the words. Read the sentence again to the children and have them write it on their papers.
4. Check each student's paper and have him/her read the sentence to you.

Note #1: When a sound is represented by two or more letters (i.e. "b" and "v") and the student writes the correct sound but the incorrect letter, accept what he has written but point out the correct letter that the word requires.

Note #2: Refer to the Oraciones con "a-e-i-o-u" for additional sentences to dictate.

(Book → Sentences → Words → Syllables → Words → **Sentences** → Book)

Activities 6 - 9

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o-u".

Independent Small Group

Activities 1 - 4

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o-u".

HOME WORK

Activities 1

Reference Oraciones con "a" Activities in the previous section, however, use the materials for Oraciones con "a-e-i-o-u".

TEACHER COMPONENT



www.estrellita.com | info@estrellita.com

Copyright © (2010-2015) Estrellita, Inc. All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, recording or otherwise, without the prior permission of the publisher. Reproduction of these materials for an entire school or for a school system is strictly prohibited.

K1 TG 2020 V1