

Letter page instruction [same 27 pages]

Read the instructions aloud to the class. While pointing to the letter, say the name of the letter and the corresponding phonetic sound. Repeat this exercise several times for student comprehension.

Give the following instructions: ***Tracen la letra E mayúscula y la e minúscula. Busquen los dibujos que comienzan con la letra (o la vocal) E.***

Say the words *escoba, escuela, enano y oso* aloud. While pointing to the drawings, ask: ***¿Con qué letra comienza cada dibujo?***

Objective: Letter Recognition, Composition, and Phonemic Awareness

Students should trace the uppercase and lowercase letters in their individual workbooks. Students should focus on phonemic awareness by identifying the drawings that begin with the same sound as the letter.

Vocabulary Enrichment: Phonemic Awareness and Composition

Ask the class to provide examples of other words that begin with the letter Ee (*e.g. elefante, Eduardo, esposa, espada*). Write the new words on the board.

Page 3

Teaching Suggestions:

Refer to the Spanish alphabet. Explain how it is composed of 27 letters with uppercase and lowercase forms. Note that each letter is categorized as either a vowel or a consonant.

Objective: Letter Recognition

Students should identify the letter by its shape in uppercase and lowercase form. Additionally, students should categorize the letter as either a vowel or a consonant.

Important Note: Students should be able to identify all 27 letters in uppercase and lowercase forms upon completing the workbook.

Page 6

Teaching Suggestion:

Encourage students to begin using the words: *mayúscula* and *minúscula*, rather than *letra grande* and *letra chica*.

Objective: Uppercase/Lowercase Form Recognition and Composition.

Students should distinguish between uppercase and lowercase letters. Students should write the letters in couplet form with a space between sets (e.g. Aa Aa Aa).

Page 15

Objective: Phonemic Awareness and Vowels

Students should identify and distinguish the individual sounds for all five vowels. To increase phonological awareness, students should match each letter with the drawing that begins with the same phonemic sound.

Vocabulary Enrichment: Phonemic Awareness

Provide verbal examples of different words that begin with each vowel. Ask: *¿Con qué vocal comienza: escuela, ave, isla, ocho, uno, etc.?*

Page 19

Teaching Suggestions:

Gradually build on the students' understanding of phonics by explaining the formation of sounds and syllables. Pair the consonant Pp with the five vowels and ask: *¿Qué es una sílaba y como se forma?*

Objective: Scaffolding with Syllable Formation, Sound Structure, and Composition

Students should observe how the consonant Pp is paired with each vowel, forming a distinct syllable or sound. Students should practice reading and writing the five syllables in their workbooks.

Page 20

Teaching Suggestions:

Read the syllables aloud to the class. In this exercise, explain how two syllables join to form a word.

Important Note: There are Spanish words that contain only one syllable.

Objective: Word Decoding, Sound Structure, and Composition

Students should write the word for each drawing by combining the correct syllables. Students should understand that combining two syllables forms a complete word.