

Materiales para la Conciencia Fonológica y para Escuchar

Phonological Awareness & Listening Center Materials

In this box are materials for activities designed to promote phonological awareness and listening skills. Instructions are included with some of the materials. Suggestions for using other materials can be found on the next page.

Before You Begin

• Preparing the drawstring bags and manipulatives

You'll find 3 drawstring bags in the tub. Use the green bag to store the Beginning Sounds Manipulatives (*Objetos de Sonidos Iniciales*). The red bag is for the Ending Sounds Manipulatives (*Objetos de Sonidos Finales*). A list of the Beginning and Ending Sounds Manipulatives can be found below. The blue bag is for the A–Z Object Manipulatives (*Objetos del Alfabeto*), which are in the tub with the ABC Center Materials.

Beginning Sounds Manipulatives (*Objetos de Sonidos Iniciales*)—Store in green bag:

ba ballena (whale)	bate (bat)	ma maíz (corn)	mapa (map)
bo bota (boot)	botón (button)	pe pera (pear)	pelota (ball)
ca cabra (goat)	cama (bed)	pi pizza (pizza)	piña (pineapple)
ga gafas (glasses)	galleta (cookie)	te teléfono (telephone)	telaraña (spider web)
la lagarto (lizard)	lata (can)	va vaca (cow)	vagón (wagon)
le leche (milk)	leño (log)		

Ending Sounds Manipulatives (*Objetos de Sonidos Finales*)—Store in red bag:

ca mosca (fly)	roca (rock)	on avión (airplane)	invitación (invitation)
do helado (ice cream)	nido (nest)	sa fresa (strawberry)	mariposa (butterfly)
ga lechuga (lettuce)	tortuga (turtle)	so hueso (bone)	queso (cheese)
illa ardilla (squirrel)	silla (chair)	te guante (glove)	tomate (tomato)
na manzana (apple)	rana (frog)	to pato (duck)	plato (plate)

• Preparing the *Itsy Bitsy Spider* cards

Punch two holes in the edge of each *Itsy Bitsy Spider* card. Use the rings to connect the cards together to make four books.

• Preparing the Phonological Awareness Card Activities

Cut apart the cards in the packet labeled "Phonological Awareness Card Activities" (*Tarjetas de Actividades para la Conciencia Fonológica*) along the dashed lines. The set contains cards for pocket chart activities including 34 yellow-bordered picture cards and 17 starter strips for beginning sounds, plus 24 red-bordered cards and 12 starter strips for ending sounds. (Starter strips include one picture and two blank squares. Be careful not to cut them into separate squares by mistake!) Also, cut apart the lotto cards that show dashed lines (green-bordered rhyming sounds cards and blue-bordered beginning sounds cards).

Using the Materials

- ***Itsy Bitsy Spider Books & Pointers*** (libros y pointers de *La Araña Pequeñita*)
Slowly sing the song with children, prompting them to use the pointers to identify each word as they sing it. Students can also listen to the song on the *De Colores* cassette and follow along in the books.
- ***Simple Spanish Sing Along Book and CD***
Use the storytelling glove and the *Teasing Mr. Crocodile* storytelling puppets to act out the song *Cinco Monitos (5 Little Monkeys)*.
- ***Pocket Chart, Cards & Starter Strips for Phonological Awareness Activities***
This kit is designed to help students learn the sounds of syllables frequently heard at the beginning and end of Spanish words. Start with the yellow-bordered beginning sounds cards. Invite students to look at the cards and help them name the pictures. If needed, prompt students with the intended word. For example, if students identify the iguana picture as "*lagarto*" (lizard), explain that this is a special kind of lizard whose name begins with the /i/ sound: "*iguana*."

Place a starter strip, such as the one for "*mano*" (hand), in the top pocket of the chart. Have students say the word with you, emphasizing the initial /ma/ syllable. Then, display several beginning sounds picture cards, including "*maíz*" (corn) and "*mapa*" (map). Prompt students to listen for the /ma/ sound as they name each picture. Then, help them decide which words begin with the same sound as "*mano*" and place those cards in front of the blank spaces on the starter strip.

Repeat with the other beginning sounds starter strips. After students have mastered the beginning sounds, move on to the red-bordered ending sounds cards and starter strips. When students are comfortable with the activity, you may want to place the kit in a center and encourage children to try it on their own. Refer to the attached answer key for correct card placement on the starter strips.

- ***Beginning and Ending Sounds Manipulatives*** (*Objetos de Sonidos Iniciales y Finales*)
The manipulatives are ideal for hands-on sound recognition activities. Encourage students to explore the objects, and help them identify each one with the intended word. Then, direct students to sort the objects into pairs that begin (or end) with the same syllable, such as the *bota* and *botón* (boot and button). As students gain confidence, try some games such as the following:
 - Place one object from each pair in a paper bag and display the others where the group can reach them. Pull an object from the bag and see who can be the first to find its match.
 - Distribute objects to students and prompt them to walk around the classroom until they find the other students who have the objects that match theirs.
 - Use the starter strips as "sorting mats." Prompt students to select a starter strip and find two manipulatives that match it, placing them in the empty squares. (Note: There are a few starter strips that do not have matching manipulatives. Be sure to remove them before beginning this activity.)
 - Set up a scavenger hunt in the classroom. Place the manipulatives that match starting strips in various places around the classroom. Then, give pairs or small teams of children one or two starter strips and have them search for the matching manipulatives. Who can find all of their manipulatives first?

Juego de la Lotería de Sonidos en Español




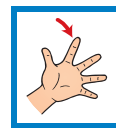



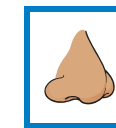








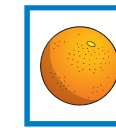

Spanish Sounds Lotto Game

This easy-to-play game helps students learn to recognize matching sounds in a fun way! Up to four students can play at one time.



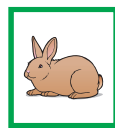



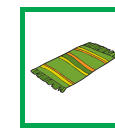

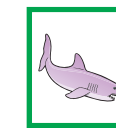



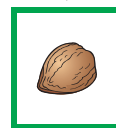


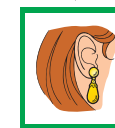


Give each player a lotto card and a matching set of picture cards. (The cards with blue borders focus on beginning sounds, while the cards with green borders focus on rhyming sounds.) Then, prompt students to cover each picture on their lotto cards with a picture card that has the same beginning or rhyming sound. To add an element of competition, have students race to see who can cover their entire card first!

Refer to the answer key below for correct lotto card matching.

Lotería de Sonidos Iniciales / Beginning Sounds Lotto

								
sacapuntas	lupa	sofá	dedo	tigre	lluvia	niña	nariz	sirena
↓	↓	↓	↓	↓	↓	↓	↓	↓
								
sandía	luna	sopa	delantal	tiza	llanta	nido	naranja	silla

Lotería de Rimas / Rhyming Sounds Lotto

								
calcetín	camión	conejo	pez	rojo	taco	tapete	taza	tiburón
↓	↓	↓	↓	↓	↓	↓	↓	↓
								
patín	avión	espejo	nuez	ojo	saco	arefe	casa	cinturón