




## Key Points

**SAY:**

*As we have seen, using the Tejas LEE Intervention Activities Guide is an important part of grouping students. Now, let's take some time and review the features of the new IAG.*



## Notes



## 2 IAG Module Contents

- Purpose of the IAG
- Organization of the IAG
- Features of the IAG
- Sample Activities

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**DO:**  
Read/review slide.



## Key Points

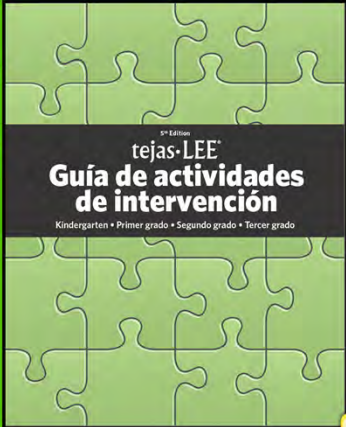


## Notes

## Purpose of the IAG

3

- The IAG provides multiple activities for teachers that target the skills assessed on the Tejas LEE
- The IAG provides background knowledge for teachers on Spanish reading skills



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### DO:

Read/review slide.

Have teachers “Think, Turn and Talk” with a partner about why using the IAG would be helpful in their classrooms.



Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **1 minute**, have pairs share and briefly discuss ideas that are provided.




## Key Points

- IAG provides
  - multiple activities for a range of skills
  - background information for teacher knowledge



## Notes



## What's in the IAG?

4

- Table of Contents in Spanish and English
- Over 300 individual activities for addressing student reading needs
- In-depth discussion of Spanish reading skills for educators presented in English
- Concise descriptions of the objectives for each activity in English and Spanish
- Material lists for activities where necessary
- Blackline master references
- Glossary and bibliography

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**DO:**

Read/review slide.




## Key Points

- Table of contents in English/Spanish
- Background information is presented in English
- All activity objectives are written in both English & Spanish
- Over 300 activities in Spanish



## Notes



## Organization of the IAG

5

- Introduction
- Table of contents (both English and Spanish)
- Activities Grouped by Reading Domain
- Introductory sections for all sections and most sub-sections
- Glossary of Spanish reading terms
- Comprehensive bibliography

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**DO:**

Read/review slide.



## Key Points

- Activities are grouped by reading domains
- There are introductory sections available for all reading domains and most sub-sections
- Helpful glossary of Spanish reading terms can be found at the back of the IAG



## Notes

**Table of Contents** 6

Contenido	
Introducción	1
Conciencia fonológica	9
Conciencia de la letra y el sonido	33
Conciencia de la palabra	43
Conciencia de la oración	44
Conciencia de la escritura	52
Conciencia de la lectura	77

Content	
Introduction	1
Book and Print Awareness	3
Phonological Awareness	9
Listening to and Producing Oral Language	10
Rhyme and Alliteration	12
Segmenting and Combining Sentences	19
Identifying, Segmenting and Blending Syllables and Phonemes	21
Graphophonic Knowledge	33
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Word Study	43
Basic Morphological Elements	44
Word Recognition and Working with Syllables	52
Spelling	61
Accenting	77

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This slide has 1 CLICK v★ of animation.

#### SAY:

*The Tejas LEE Guía de actividades de intervención has two table of contents—one in Spanish and one in English. The major sections are all presented in BLUE. These sections also have actual blue tabs in the IAG so that they can quickly be located. The subsections within each section are presented in BLACK type.*

#### DO:

CLICK v★ (to reveal the close-up of the table of contents). Highlight those items pointed out on this slide for your participants.




## Key Points

- Table of contents available in English and Spanish
- Major sections presented in Blue type
- All major sections have corresponding blue tab for easy locating
- All subsections are presented in Black type.



## Notes



## Organization of the IAG

7

- **Conocimiento de la letra impresa** (9 activities)
- **Conciencia fonológica** (51 activities)
- **Conocimiento de los grafonemas** (86 activities)
- **Fluidez** (17 activities)
- **Comprensión auditiva y de lectura** (72 activities)
- **Vocabulario** (48 activities)
- **Escritura** (37 activities)

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## Key Points

### DO:

Read/review slide.



### ADDITIONAL INFORMATION FOR PRESENTER:

The activities are organized by reading domain. The first, Book and Print Awareness (Conocimiento de la letra impresa) is actually a reading readiness domain. This section is optional in the Tejas LEE, but activities are still available in the IAG if intervention is needed for this skill.

The next 5: Phonological Awareness (Conciencia fonológica), Graphophonemic Knowledge (Conocimiento de los grafonemas), Fluency (Fluidez), Listening and Reading Comprehension (Comprensión auditiva y de lectura) and Vocabulary (Vocabulario) follow.

The list is rounded out by Writing (Escritura), which although not a 'reading' domain, is a skill that comes about after the development of the 5 reading domains.

Please point out to your participants that, although the Tejas LEE does not directly assess Book and Print Awareness, Vocabulary or Writing, these activities are provided to assist teachers in working with students having difficulty with these skills.



## Notes



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## Features of the IAG

### Introductions

- Presented in English
- Provide background information for teacher

**Ortografia**

**La diéresis**  
(Dieresis Marks)

The dieresis mark is used over the letter u (ü) to diacritically distinguish the /y/ (hard y) and /y/ (hard g) sounds from the /j/ (soft y) and /j/ (soft g) sounds. Few words use the dieresis mark. A few of the more common words using the dieresis mark are listed below.

**Explanation of dieresis usage:**  
When the letter g precedes u or ü, both vowels are pronounced. The sound that is pronounced is similar to the w sound in English (e.g., guano). However, when a g precedes u or ü, the u is not pronounced (e.g., juguetes). The letters g and ü will never precede another g.

To obtain the w sound when the letter g precedes u or ü, a dieresis is placed over the u. The dieresis mark indicates that both vowels need to be pronounced (e.g., Pingüino).

**The dieresis is found only over the letter u and only when it precedes an e or i.**

**A few common dieresis words:**

Argile	Cigüeña	Averigüe	Vergüenza
Bilingüe	Güero	Pingüino	

presented in written form. Spelling development begins with letters. In order for spelling to develop, the student must be able to produce them correctly. It is important to model the correct letter (grapheme). Visual and kinesthetic of similar sounds and, subsequently, assist in decoding and if minimal pairs of sounds can assist in the development of teeth or tongue and the airstream block some sounds is and that some sounds are blocked, but the sound remains, example of some clipped and continuous sounds.

**Development of Spelling Skills**

of the morphological patterns within words and their ability to apply this knowledge to spelling rules increases. Thus, accurate spelling requires knowledge of phoneme segmentation, the alphabetic principle, morphology (study of word parts) and orthography (spelling patterns). Spelling instruction for students who struggle should progress from phonological

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This slide has 2 CLICKS ✓★ of animation.

#### SAY:

*Each section and most subsections of the IAG have Introductions. The introductions present background information about the specific skills related to that domain, as well as summaries of important language rules and/or conventions. The purpose is to provide teachers with a framework from which to guide instruction of these skills. These introductions are written in English. English was chosen for the informational sections to facilitate teachers' ability to work with other professionals on selecting activities and reviewing relevant information. Additionally, when teachers need to discuss theoretical dimensions, rules and conventions with other professionals, they will likely do so in English.*

*The introductions vary greatly in length. Some are just a few sentences, while others are several pages long.*

#### DO:

CLICK ✓★ (to reveal an example of a longer introduction—the beginning of the spelling section appears, this introduction is actually 2 ½ pages in length)

CLICK ✓★ (to reveal a short introduction for dieresis).



## Key Points

- All introductions are presented in English
- Introductions present background information about the specific skills related to that domain, as well as summaries of important language rules and/or conventions
- English was chosen to facilitate conversations and collaboration between colleagues
- Lengths of introductions will vary



## Notes



**Tables in the Introduction sections:**

- Summarize
- Highlight
- Explain

Letter	Sound	Key Words
Cl	/cl/	clavo
Fl	/fl/	flor
Br	/br/	brazo
Pr	/pr/	princesa
Dr	/dr/	dragón
Tr	/tr/	trompeta
Gr	/gr/	grillo
Cr	/cr/	crayón

**Exception:** Some homophones will have accents so the words can be distinguished from one another.

Spanish	English	Spanish	English
oír	even	aún	still, yet
de	of, from	de (form of dar)	to give
el	the	él	he
mis	my	más	more
me	me	me	me
only (adverb)	only	only (adverb)	only
you	you	you	you

Rule	Example
After expressions that describe the context of the rest of the sentence.	El próximo verano iremos a México.
To set off "sin embargo" and "no obstante" from the rest of the sentence.	Los transportistas estuvieron de huelga, sin embargo, los niños tuvieron que ir a la escuela.
To separate an explanation in a sentence.	Mi tío, que está de viaje, nos mandó una postal.
To introduce an example	Le gustan las frutas, como fresas y uvas. Dile, por ejemplo, que tienes tarea.
To separate words in a series (the last two in a series are separated by "y" instead of a comma).	Mario compró leche, pan, jugo y huevos.
To separate the name of the person being spoken to.	Ven acá, María. Quería ir a la fiesta, Ana, pero no pude.
Between a city and state.	Houston, Texas
To separate a person's name from their occupation or title.	El Sr. Díaz, el director de la escuela, organizó una junta.

Letter	Sound	Key Words
cu	/wa/	cuatro
co	/wo/	cuota
ci	/ia/	iglesia
ca	/wi/	cuidado
co	/yo/	radio
eu	/eu/	Europa
ye	/ye/	hielo
au	/au/	autobús
oi	/oi/	oído
oi	/oi/	joya
ei	/ei/	rey
ai	/ai/	bailarina
ai	/ai/	hay
lu	/lu/	ciudad

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## Key Points

• Some introduction sections include tables

• The tables will:

--summarize information

--highlight differences between English and Spanish

--explain rules/conventions unique to Spanish

This slide has 2 CLICKS ✓★ of animation.

### SAY:

*Some sections contain tables. These tables summarize important information related to Spanish reading. Shown here is a table providing the correct pronunciation of phonemes and blends in Spanish along with an example of each. CLICK ✓★*

*This second table shows accenting rules for homophones. CLICK ✓★*

*This third table shows common rules for the use of the comma in Spanish. These tables highlight the differences between English and Spanish in the application of these rules, as well as explaining the rules/conventions unique to Spanish.*



## Notes

# Section Tab Index

10

EASY

MEDIUM

HARD

<b>Acentuación (Accenting)</b> .....	77
GRA-71 Percibe el énfasis (Feel the Stress) .....	78
GRA-72 Grite la palabra desde la montaña (Shout it from the Mountain) .....	79
GRA-73 Palabras musicales (Musical Words) .....	79
GRA-74 No es lo mismo (It's Not the Same) .....	79
GRA-75 Pescando acentos (Fishing for Accents) .....	80
GRA-76 Haciendo palabras divertidas con acentos (Making Fun Words with Accents) .....	80
GRA-77 Exagéralo (Exaggerate It) .....	81
GRA-78 ¡Esdrujulas en abundancia! (Esdrujulas Galore!) .....	81
GRA-79 Un acento se balanceaba (An Accent Was Balancing [Song on Rules]) .....	82
GRA-80 La gran carrera de acentos (The Great Accent Race) .....	82
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GRA-84 Una rima con güi y güe (A Rhyme for Güi and Güe) .....	84
GRA-85 Diferenciar el sonido de gue, gui, güe, güi (Differentiating gue, gui, güe, güi) .....	85
GRA-86 Oraciones sin sentido: diversión con diéresis (Nonsense Sentences: Having Fun with Dieresis) .....	85

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### SAY:

On the back of each tab, there is an index of the activities for that section. The various subsections are listed in **BLUE** on this page, while the activities themselves are presented in **BLACK**. Within each subsection, activities are ordered from easiest to hardest. So, within the **Acentuación** subsection shown on this slide, you should expect GRA-71 *Percibe el énfasis (Feel the Stress)* to be the easiest accenting activity, while GRA-83, *En busca del acento (In Search of the Accent)* to be the most challenging.

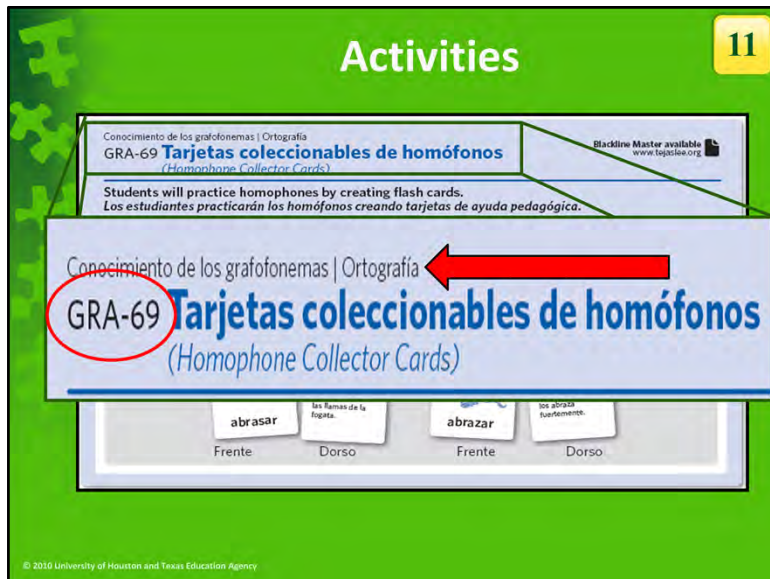


## Key Points

- Activities within each subsection are ordered from easiest to hardest



## Notes



This slide has 2 CLICKS ✓★ of animation.

#### SAY:

*Each of the activities in the IAG is presented on a card-like blue background. This gives the book the feel of being a box of activity or recipe cards. For your own personal use, you can photocopy your favorite activities onto card stock and start your own activity card box.*

*Let's take a closer look at an individual activity. CLICK ✓★*

*At the top of each card, you will find the section name followed by the subsection (if applicable) CLICK ✓★*

*Directly below this, you will find the activity number. Each activity in the IAG has a unique number. Each activity starts with a three letter prefix that identifies the reading section in which the activity appears. This is then followed by a number which indicates the order in which it appears within this section.*

*Finally, the title of the activity is presented next to the activity number. The title is presented in BOLD type in Spanish and in UNBOLDED italic type in English. The dual title facilitates collaboration between teachers, coaches and administrators in planning reading instruction, particularly when not everyone speaks Spanish.*



## Key Points

- The top of each activity contains:
  - Section name/subsection
  - Activity number
  - Title (English and Spanish)
- Each activity has a unique number
- The number consists of a 3 letter prefix that identifies the domain followed by a number which indicates the order it appears within that section.



## Notes



This slide has 1 CLICK v★ of animation.

#### SAY:

*Many activities in the IAG have associated Blackline Masters. The Blackline Masters are available for download from the Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org). They are available in full color. Teachers should look for those activities with the icon of the paper with the folded down corner found in the upper right hand corner of those activities that have Blackline Masters.*

*Additional blackline masters are being developed by the Tejas LEE team. This means that some activities will have Blackline Masters without having the icon. Teachers may search the Tejas LEE website for these blackline masters. They may also send in suggestions for activities for which they would like to see Blackline Masters developed.*

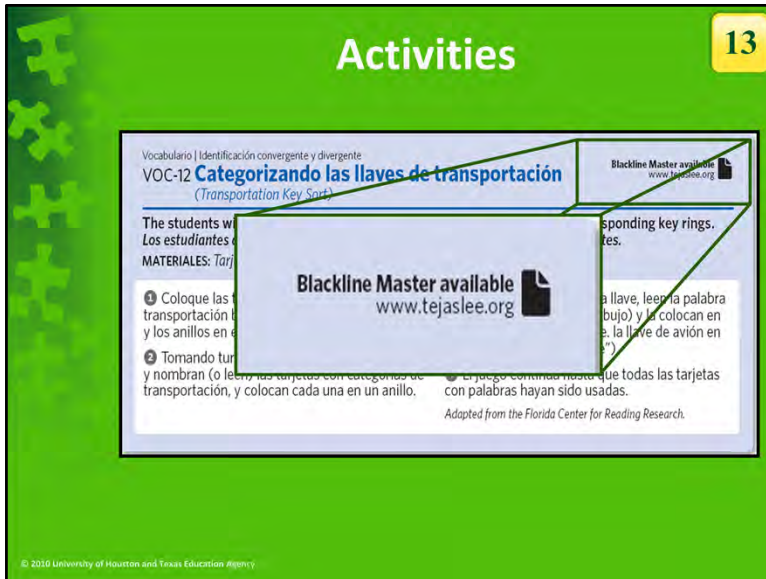


## Key Points

- All blackline masters are available for download on our website: [www.tejaslee.org](http://www.tejaslee.org)
- Additional blackline masters will be added throughout the year
- Suggestions for additional blackline masters are always welcomed



## Notes



This slide has 3 CLICKS ✓★ of animation.

**SAY:**

*In the top right hand corner (CLICK ✓★ to bring up the close up) , you will sometimes see the Blackline Master icon, as in the example above. This icon indicates that the Tejas LEE team has developed support documents for this activity that are available for download on the Tejas LEE website, [www.tejaslee.org](http://www.tejaslee.org).*

**DO:**

CLICK ✓★ (twice—the first time will remove the close-up, the second time will bring up the actual Blackline Masters)

**SAY:**

*Once you go to the Tejas LEE website, you will find a tab for Blackline Masters. Click on this tab to bring up a list of activities for which Blackline Masters have been developed. Once you click on the appropriate activity number, you will get full color Blacklines that you can reproduce for your classroom use. Here are some of the Blackline Masters for the VOC-12 activity we used for this example.*



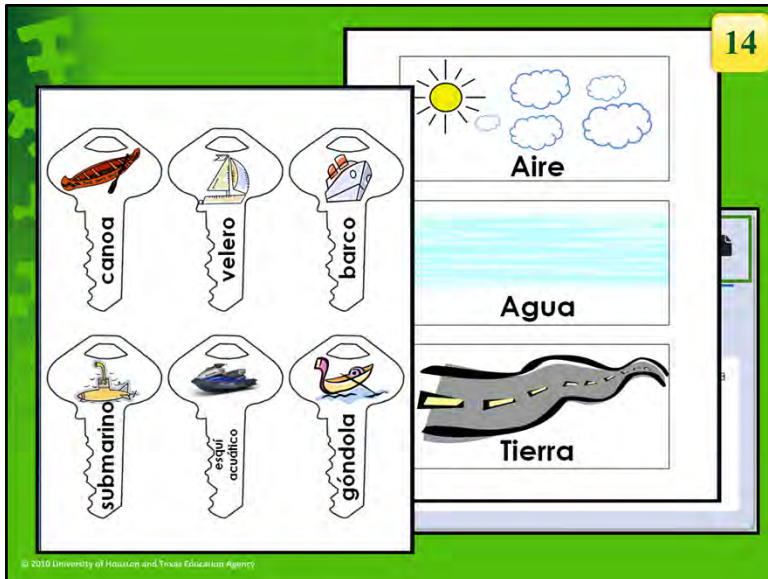
## Key Points

- If a blackline master is available for an activity, an icon will appear in the top left hand corner
- Go to [www.tejaslee.org](http://www.tejaslee.org) and click on Blackline Masters tab to for a list of all available activities
- All blackline masters are available in color



## Notes





## Key Points



### INFORMATION FOR PRESENTER:

This is a duplicate slide. The animation and the written directions are on the previous slide.



## Notes



## Activities

15

Conciencia fonológica | Rimas y aliteración  
FON-17 **"Loro, loro que te canta en... coro:"** (Can You Rhyme?)

Students will complete a sentence with a rhyming word.  
Los estudiantes completarán una oración con una palabra que rima.  
MATERIALES: Oraciones escritas (véanse ejemplos)

Las palabras que riman también pueden presentarse en forma de oraciones. Presente este juego.

Students will complete a sentence with a rhyming word.  
Los estudiantes completarán una oración con una palabra que rima.  
MATERIALES: Oraciones escritas (véanse ejemplos)

El chapulín toca el \_\_\_\_\_ (violin).  
Esa linda mariposa parece ser una \_\_\_\_\_ (rosa).

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This slide has 1 CLICK v★ of animation.

**SAY:**

*For each activity in the IAG, just below the activity title, you will find two lines that state the objective. Let's take a closer look.*

**DO:**

CLICK v★

**SAY:**

*The objective is presented in English on the first line and in Spanish directly underneath. This allows the teacher to quickly scan the objective and activity to decide whether or not to use it with his/her students. The bilingual presentation of the objective facilitates collaboration with non-Spanish speaking faculty and provides an excellent resource of reading related academic language in Spanish.*

*Just below the objectives, a material list will be provided if necessary. The material list is a comprehensive list of what the teacher will need to have at hand to successfully use the activity. In some cases, you will find optional materials listed. Blackline masters may not always be listed in the material list if they are not critical for using the activity.*



## Key Points

- The activity objective is presented in English and Spanish.
- Objective is helpful for easy scanning of activities
- Material list (if needed) can be found below the objective



## Notes

## Activities—Step Format

16

Conocimiento de los grafonemas (Ortografía)

**GRA-59 Flameando la capa para deletrear palabras con el sonido de /s/ final** (Waving the Cape to Spell Words with the Final /s/ Sound)

Students will learn and apply the spelling rules for the final /s/ to correctly spell words. Los estudiantes aprenderán y aplicarán las reglas ortográficas de la /s/ final para deletrear correctamente algunas palabras.

**MATERIALES:** Tarjetas de toros cortadas (véase la Hoja reproducible), escritas con palabras con el sonido final /s/. (Escriba un signo de interrogación en lugar de la última letra--Véase ejemplo), capas rojas (papel de construcción, pódicos, o tela), con s, z (un juego para cada alumno)

1 Explique a los estudiantes que van a hacer una corrida de toros.

2 Repase las reglas para la /s/ final con ellos. (Se recomienda tener una cartulina con estas reglas en algún lugar visible en el salón hasta que los estudiantes las hayan aprendido.)

3 Reparta las capas.


4 Los estudiantes juegan en pares. A un par se les enseña una palabra. Ellos deben de flamear la capa correcta. El primer jugador en flamear la capa correcta, gana el toro.

5 Se juega hasta que se agoten los toros.

**Variación:**  
Se puede usar como una actividad de centro al escribir la respuesta y la regla en el dorso de cada toro.

**Reglas de la /s/ final**

- La forma tú de verbos con /s/ final se escribe con s (vas, llevabas, pedías, etc...)
- Las pluralizaciones siempre terminan con s
- Las palabras no pluralizadas que terminan con /s/ frecuentemente se escriben con z (vez, luz, feliz, veloz, haz, voz, avestruz, etc...)
- Las palabras con un acento escrito en la sílaba final usualmente se escriben con s (interés, inglés, portugués, Solís)



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## Key Points

- Formats of the actual activities will vary
- Some will be presented in steps

### SAY:

*The actual activities are presented in a variety of formats. Some activities are presented in steps, such as GRA-59, the example shown here. These steps walk teachers through the “how-to” portion of the activity, when a specific format is required, or when specific rules are recommended for using the activity.*



## Notes

## Activities—Narrative Format 17

Fluidez  
**FLU-6 Grabando la fluidez** *(Recorded Readings)*

Students will record themselves read and then listen to their reading, marking errors.  
*Los estudiantes grabarán su lectura y luego la escucharán, marcando los errores que han hecho.*

**MATERIALES:** Selección en papel, grabadora, lápices o bolígrafos de color, papel cuadriculado (opcional)

Los estudiantes leen y graban un párrafo. Deben escuchar su voz para determinar si pronunciaron correctamente todas las palabras. Lo graban y lo escuchan una vez más. Después marcan con una pluma de diferente color los errores cometidos. Pueden ver que ahora lo leen mejor. También se pueden organizar gráficas para ver su progreso en la fluidez.

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**SAY:**

*Other activities simply present a narrative paragraph that outlines “how to” implement the recommended activity. In the activity shown above, FLU-6, the student tapes and then listens to their own oral reading, marking errors, monitoring their own reading. This activity is much more intuitive and familiar to students (possibly even having been modeled in the classroom) so the formal steps of the previous activities are not necessary.*



## Key Points

- Others will be presented in narrative paragraph form



## Notes

## Activities—Suggestion Format 18

Conocimiento de los grafonemas | Ortografía

**GRA-58 Reglas ortográficas del pretérito imperfecto**  
*(Spelling Rules for Imperfect Past Tense)*

Students will learn that the imperfect past tense of —ar verbs is always spelled with b.  
 Los estudiantes aprenderán que el pretérito imperfecto de los verbos —ar siempre se escribe con la b.

**MATERIALES:** Cartel con ejemplo

El uso apropiado de la b o la v en español frecuentemente causa gran consternación entre los estudiantes. Afortunadamente, al menos con el imperfecto, hay una regla que les puede ayudar a escribir los verbos correctamente en el pretérito imperfecto. Cualquier verbo que termina en — ar siempre usa “b” en sus conjugaciones imperfectas. Puede usar esta regla para su lección de ortografía durante una o dos semanas.

Ejemplos:	hablaba	estaba	quemaba	daba	pensaba
	hablabas	estabas	quemabas	dabas	pensabas
	hablábamos	estábamos	quemábamos	dábamos	pensábamos
	hablaban	estaban	quemaban	daban	pensaban

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## Key Points

- Some activities are more general ideas or suggestions about how to teach or introduce a skill, rather than an actual “how to” activity

### SAY:

*Finally, some activities are not actually “how-to” activities, but rather generally ideas and suggestions about particular aspects of reading in Spanish, that leave the actual implementation of the activity and how to use it, completely up to the discretion of the teacher. For example, in the activity shown here, GRA-59, there is no “activity” as such, but rather, the imperfect past tense is highlighted to show a dependable rule in Spanish for determining when to use the letter ‘b’ to spell the /b/ in Spanish. It suggests highlighting this regular rule and using examples of the imperfect past tense in Spelling lists, but leaves the actual activity up to the teacher’s imagination.*



## Notes

## Activities

19

**Variación:**

Para asegurar que todos los estudiantes estén leyendo, y no simplemente fingiendo leer, se puede leer en coro, pero con grupos más pequeños que usted cambie con frecuencia. Por ejemplo, se puede pedir que lean solamente los niños, las niñas, los de la mesa uno, los que tengan un asiento rojo, etc...

Habilidad y la familiarización con palabras de uso frecuente para poder reconocerlas a primera vista. Seleccione un libro de lectura o escriba unas oraciones en el pizarrón. Durante esta práctica, lea junto con los estudiantes. Si escribe en el pizarrón, deberá seguir la lectura con el dedo. Si por el contrario, los estudiantes están leyendo de un libro de lectura, asegúrese de que sigan dicha lectura con el dedo. Mientras todos leen, quede parar en algunas partes para escuchar cómo lo están haciendo.

**Variación:**

Para asegurar que todos los estudiantes estén leyendo, y no simplemente fingiendo leer, se puede leer en coro, pero con grupos más pequeños que usted cambie con frecuencia. Por ejemplo, se puede pedir que lean solamente los niños, las niñas, los de la mesa uno, los que tengan un asiento rojo, etc...

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## Key Points

- Some activities will include a **VARIACION**. These are slight modifications that the teacher can do to simplify or extend the activity
- Helpful hints are sometimes included under the headings of **SUGERENCIA** or **NOTA**

### SAY:

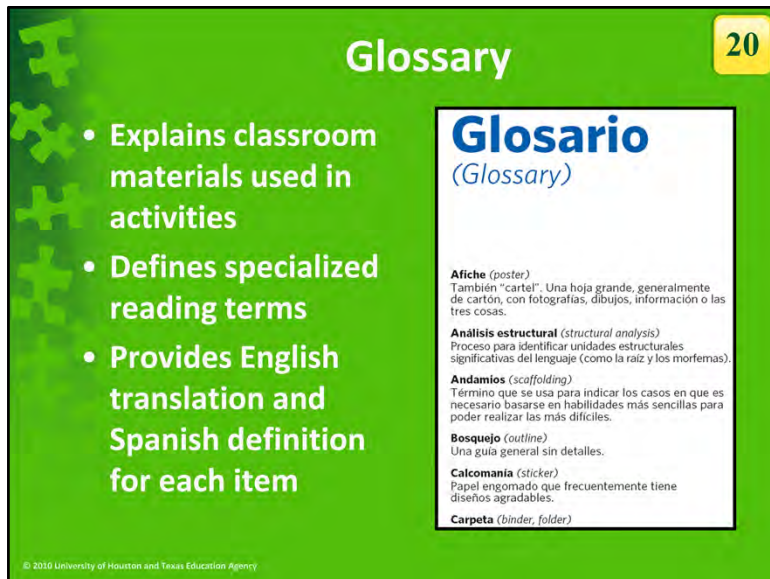
*The final feature that I would like to highlight with you in the individual activities is the **VARIACION**. The variaciones are presented as slight modifications that a teacher can make to the activity in the main body. They will sometimes be simplifications that provide additional scaffolds for students who need them. In other cases, they may be suggestions on how to modify the activity for use with the whole class, rather than small group. It might also suggest small changes in how an activity is presented to prevent students from becoming bored with an activity. Finally, a variación may present an extension for older students or for students who have mastered the level of the actual activity.*

*In some places, instead of **VARIACION**, you may see **SUGERENCIA** or **NOTA**. Rather than simplifications or extensions of activities, these are suggestions on how to make that particular activity work better, “helpful hints” if you will.*



## Notes





#### SAY:

*At the end of the IAG, a two page glossary is included of terms used throughout the guide as a reference for bilingual educators. Some of these terms will be the correct labels for the materials used in activities, while others will be specialized terms. One challenge in putting together the IAG was the incorporation of English "Educational Jargon" that does not have an equivalent in Spanish. Terms were created for these terms, such as "andamios" for scaffolding and they are incorporated into the Glossary.*




## Key Points

- Glossary located at the end of the IAG
- Glossary contains:
  - English translation of word
  - Spanish definition of word



## Notes





## Bibliography

21

- The *Guía de actividades de intervención* has been thoroughly researched.
- The Bibliography included lists over 100 resources consulted
- These resources provide additional information on the subjects in the IAG

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## Key Points

### Say:

*The latest research in Spanish reading is incorporated throughout the IAG. Many activities have been rewritten in this edition to reflect this research.*

### DO:


Paraphrase slide.



## Notes

**Texas Users** 22

- All activities in the IAG are aligned with the latest version of the Texas Essential Knowledge and Skills for Spanish Language Arts & Reading.



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**DO:**

Read/review slide.



## Key Points

- All activities are aligned with the TEKS



## Notes

## Additional Activities

23

- Space limitations limit the number of activities that are included in the IAG
- Additional activities can be found on our website



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## Key Points

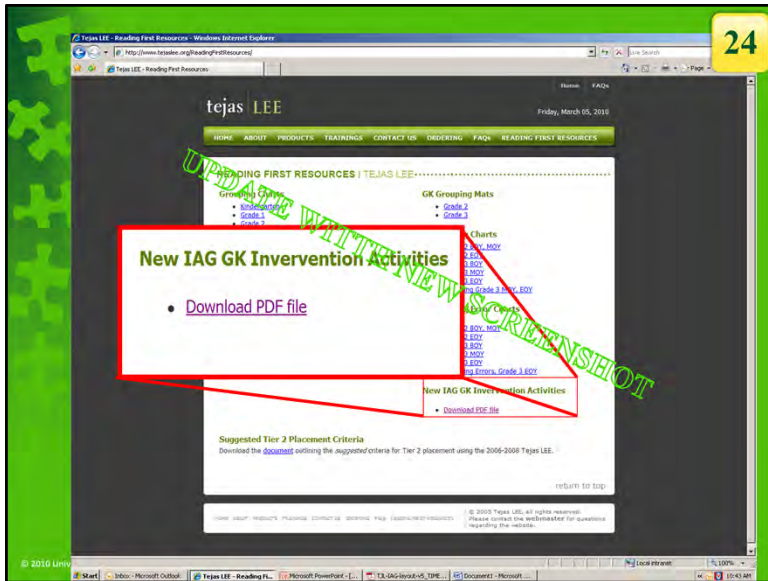
- Additional activities can be found on our website: [www.tejaslee.org](http://www.tejaslee.org)

### DO:

Read/review slide.



## Notes



## Key Points

**DO:**  
Read/review slide.



## Notes

## Sample Activities (Syllable Segmentation)

25

Conciencia fonológica / identificación, segmentación y unión de sílabas y sonidos

**FON-49 Dividiendo palabras con diptongos en sílabas**  
(Dividing Words with Diphthongs into Syllables)

Blackline Master available at [www.hopkins.org](http://www.hopkins.org)

Students will listen to words with diphthongs and predict where to divide them into syllables. Los estudiantes escucharán palabras con diptongos y harán una predicción acerca de dónde las deben dividir en sílabas.

MATERIALES: Tiras de papel, pizarroncitos, marcadores, hoja reproducible de diptongos, cortada y laminada

① Repase lo que es un diptongo con los estudiantes. Diga, “Un diptongo es cuando hay dos vocales juntas que hacen un sonido dentro de una sílaba.”

② Diga, “Escuchen mientras yo digo unas palabras con diptongo y las divido en sílabas. BIEN—BIEN. Tiene una sílaba. Escriba ‘bien’ en el pizarrón, ponga un círculo alrededor del diptongo y repita la palabra para que escuchen que tiene una sola sílaba.”

③ Diga, “DUELE—DUE • LE. Tiene dos sílabas. CUERDA—CUER • DA. Tiene dos sílabas. Escriba ‘duele’ en el pizarrón ponga un círculo alrededor del diptongo y repita la palabra para que escuchen que tiene dos sílabas. (Puede continuar con más ejemplos: “cuerda (2), miel (1), idioma (3), etc.”)

④ Diga a los estudiantes que escuchen las siguientes palabras (Presente las palabras de una en una: “puede /pue/ /de/; tiene /tie/ /ne/; lluvia /llu/ /via/; violín /vio/ /lin/) y que piensen en cuántas sílabas tiene la palabra y cómo se deben dividir en sílabas. Luego los

estudiantes deben escribir las palabras en sus pizarroncitos, poner un círculo alrededor de los diptongos y dividirlos en sílabas.

⑤ Una vez que los estudiantes entiendan esta actividad, saque la hoja reproducible laminada y explique que hay seis listas diferentes. Ellos deben ver el lado que tiene las palabras enteras y dividir las palabras en sus pizarroncitos. Luego dan vuelta a la hoja para ver si han dividido bien las palabras. Luego, deben cambiar su lista de palabras por otra hasta que hayan hecho las seis listas diferentes.

Ejemplos:

viuda seis agua escuela decisión cambia	Via / da seis a / gua es / cue / la de / ci / sión cam / bia
frente	dorso

Variación:  
Siga el mismo procedimiento para enseñar cómo dividir palabras con hiatos. Se puede definir un hiato así: “Un hiato es cuando hay dos vocales en contacto pero están en dos sílabas distintas. Para los ejemplos, puede usar las siguientes palabras (rei /re/ /i/; país /pa/ /s/; leemos /le/ /e/ /mos/; compañía /com/ /pa/ /ñ/ /a/; tarea /ta/ /re/ /a/; baul /ba/ /u/ /l/). Hay otra hoja reproducible con listas para práctica de hiatos.”

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### SAY:

*FON-49 is an activity that helps students correctly divide words with diphthongs into syllables. The activity walks the group through modeling, guided practice and independent practice. Activity cards are provided for independent student practice.*

*An extension is available in the variation to work on dividing words into syllables when the word contains a hiatus, rather than a diphthong. The procedure is repeated and a second set of practice cards is available in the blackline masters. Let's take a closer look at the cards.*

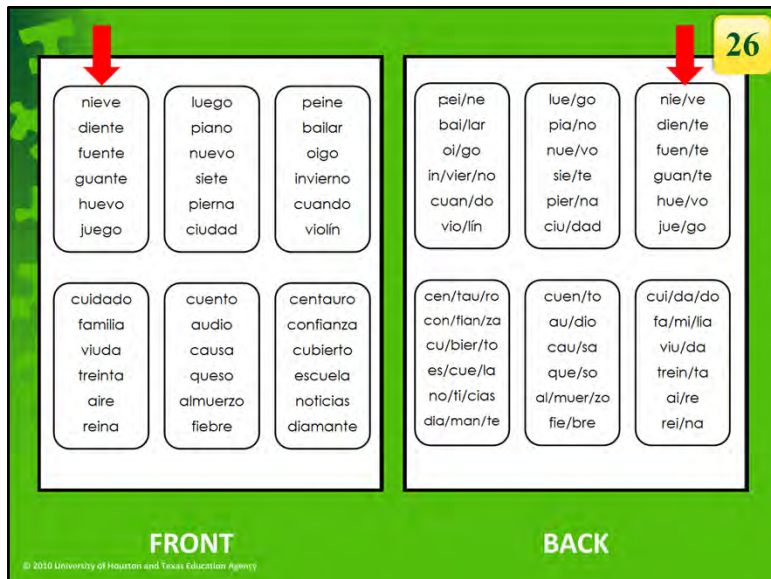


## Key Points

- This activity:
  - provides practice dividing words that contain diphthongs into syllables
  - provides step by step instructions for modeling, guided practice and independent practice
  - has a corresponding blackline master
  - contains VARIACION for extending to words with hiatus.



## Notes



## Key Points

- This blackline master can be printed two sided
- Front side has the entire word
- Back side shows it properly divided

This slide has 1 CLICK v★ of animation.

### SAY:

*Shown here are the Blackline Master activity cards from FON-49 for diphthongs. The front of the card shows the words, the back shows each word divided properly into syllables. A similar set of cards exists for hiatus words for this activity.*

### DO:

CLICK v ★

### SAY:

*You will note that the sets of words on the back side of the cards is reversed compared to the front. This will allow you to print these cards two sided, so that the correct set of answers will appear on the backside of the card.*



## Notes



## Sample Activities

### (Spelling with “ll” or “y”)

27

Conocimiento de los grafonemas | Ortografía  
**GRA-64 Tarjetas picabú para ‘ll’ y ‘y’** (Peakaboo Cards for ‘ll’ and ‘y’) Blackline Master available  
www.tejosiela.org

**Students will practice sight spelling of ‘ll’ and ‘y’ words.**  
**Los estudiantes practicarán deletreando palabras con ‘ll’ y ‘y’.**

**MATERIALES:** Tarjetas, pósits

1. Escriba un grupo de palabras que contienen la ‘ll’ o la ‘y’ para representar el fonema /y/.


2. Escriba todas las letras en marcador, menos la ‘ll’ o la ‘y’. Esta letra se debe escribir en un color claro para que no se note al cubrirla con un pósit.

3. Encima de la ‘ll’ o la ‘y’, ponga un pósit con “¿ll o y?”

4. Explique a los estudiantes cómo hacer este juego. Deben leer la palabra y decidir si se debe escribir con ll o y. Después pueden levantar el pósit para revelar la respuesta.

5. Luego, los estudiantes pueden levantar el pósit para ver si han deletreado bien la palabra.

Puede ser una actividad de centro independiente.



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## Key Points

- For practice with “ll” vs “y” in words
- Self-check activity
- Place post it with “¿ll o y?” over the target letter
- Student chooses correct letter and lifts post it to check their answer

This slide has 1 CLICK v★ of animation.

### SAY:

*Tarjetas picabú para ‘ll’ y ‘y’ helps students with spelling words with these two commonly confused letters. Since there are very few dependable rules for when to use ‘ll’ or ‘y’ to spell the /y/ sound, students must memorize. This activity turns memorization into a fun game. Sentence strips are prepared with words containing ‘ll’ or ‘y’. These letters are written in lighter color marker or pencil so that they do not show through the cover paper. Then, these letters are covered by a post-it with the question written as on the slide. The student guesses the letter and can reveal the answer by lifting on the bottom of the post-it, making this activity self checking.*

### DO:

CLICK v★ to activate the animation.



## Notes

## Sample Activities

### (Accenting—Hearing/Recognition)

28

Conocimiento de los grafotonemas | Acentuación  
**GRA-72 Grite la palabra desde la montaña** (*Shout it from the Mountain*)

**Students will determine which syllable in a word carries the stress. Los estudiantes determinarán cuál sílaba es tónica en una palabra.**

**MATERIALES:** Lista de nombres de los alumnos de la clase, lista de palabras


1 Pida a los estudiantes que imiten a sus mamás cuando ellas los llaman para que vengan a la casa. (por ej., Ma **RIIIIIII** a)

2 Explique que la sílaba alargada es la sílaba tónica, o sea la sílaba acentuada de la palabra.

3 Deje que los estudiantes practiquen gritando

los nombres de sus compañeros para descubrir la sílaba tónica.

4 Luego, explique que también pueden usar esta estrategia para palabras regulares. Deje que prueben con elefante (e le **FAAAAAN** te); círculo (**CIIIIR** cu lo); ciudad (ciu **DAAAAD**).



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#### SAY:

*This activity is a precursor to accenting. It is designed to help students identify the stressed syllable in words. The procedure is as follows: the teacher explains that mom's will call children home for dinner when they are playing outside in the neighborhood. When mom shouts out a child's name, she naturally stretches (elongates) the stressed syllable and then provides some examples "Ma RIIIIII a", "AAALLL va ro", etc...Students then practice determining the stressed syllable in their own names and those of their classmates. Then the teacher explains that this rule works for all words, not just names and they practice finding the stressed syllable in other words, such as "e le FAAAAAN te", "CIIIIRRR cu lo", and "ciu DAAAAD", etc...*

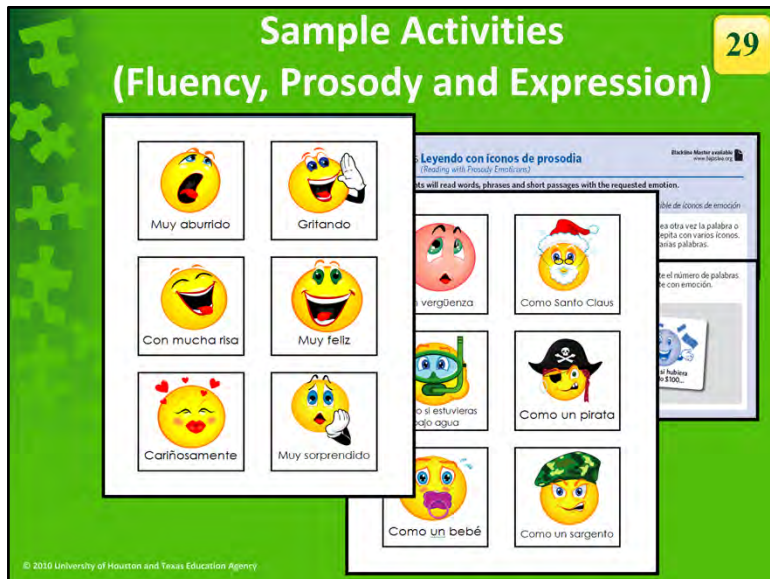


## Key Points

- Helps students identify stressed syllable in words
- Students take turns calling each other home to dinner or screaming their names from the top of a mountain. Doing this naturally elongates the stressed syllables in words.
- This strategy will work with all words not just proper names.



## Notes



This slide has 2 CLICKS ✓★ of animation.

#### **SAY:**

*In this fluency activity, students are given a short text to read. Before beginning, the student selects one of the face down emoticon cards and reads the passage as indicated on the card. Here are some examples.*

#### **DO:**

CLICK ✓★ Read some of the examples to participants.

CLICK ✓★ Read the second page of examples to the participants.



## **Key Points**

- Students will draw a card and read a section of text with the chosen emotion.



## **Notes**

**Sample Activities**  
(Comprehension—Compare/Contrast)

30

Comprensión auditiva y de lectura | Comparación y contraste  
COM-68 **Comparando cuentos folklóricos**  
(Comparing Folktales)

Students will compare two versions of the same fairy tale or folktale using a Venn Diagram.  
Los estudiantes compararán dos versiones del mismo cuento de hadas o cuento folklórico usando un diagrama de Venn.

MATERIALES: Hoja reproducible (Blackline Master)—una para cada estudiante, dos cuentos para comparar

El estudiante va a comparar y contrastar dos versiones distintas de cuentos folklóricos o cuentos de hadas. Esta actividad ayuda al estudiante a ver similitudes y diferencias que se encuentran en las narrativas.

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This slide has 1 CLICK v★ of animation.

**SAY:**

In this comprehension activity, students read two versions of the same folktale/fairytale. They then complete a Venn Diagram outlining the similarities and differences between the two stories. This activity is fun for students who usually do not realize that for many folktales and fairy tales, multiple versions exist.

CLICK v★

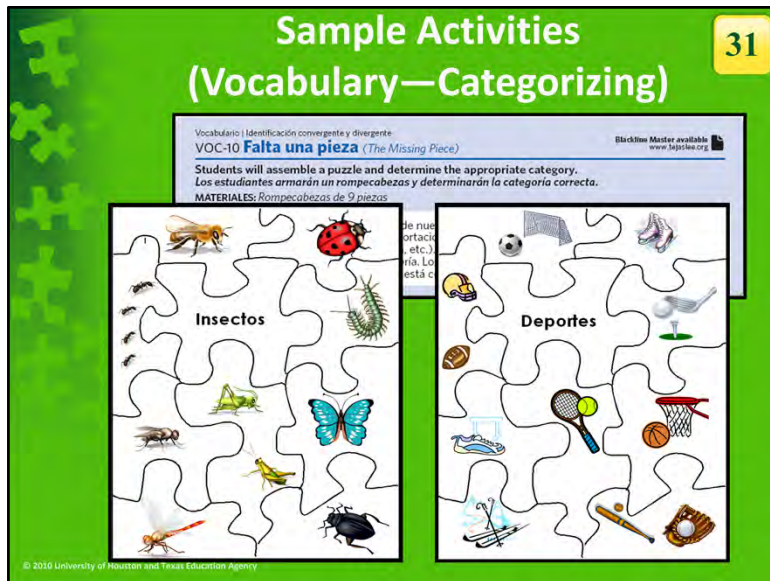


## Key Points

- Students will use Venn Diagram to compare two versions of same folktale/fairytale.



## Notes



This slide has 1 CLICK ✓★ of animation.

#### SAY:

*The Vocabulary activity shown on this page is about convergent naming (determining categories). The puzzles are cut up into pieces and all the pieces (except for the one with the category name) are placed into an envelope. Students put the puzzles together and then must determine the name of the category. If the students are correct, the teacher provides the missing piece.*

CLICK ✓★



## Key Points

- This activity helps students determine category names.
- Students will complete puzzle and once the correct category name is determined, the teacher will give them the last remaining piece to complete the puzzle.



## Notes



**Sample Activities**  
**(Writing—Complete/Incomplete)**

**32**

Escritura | Oraciones completas.  
**ESC-II Identificando oraciones completas** (Identifying Complete Sentences.)

**Students will correctly identify complete and incomplete sentences.**  
**Los estudiantes identificarán correctamente oraciones completas e incompletas.**

**MATERIALES:** Palitos con tarjetas atadas. "Completa" en un lado, e "Incompleta" en el otro (uno para cada estudiante), ejemplos de oraciones y de frases que no son oraciones

1 Provea a los estudiantes una definición de lo que es una oración en términos que ellos puedan entender. Por ejemplo, "Una oración es una idea completa. Se entiende sin tener que explicar más."

2 Repase ejemplos y no-ejemplos con los estudiantes. Explique por qué cada ejemplo es o no es una oración. (Véase ejemplos.)

a) Canto. (Si es una oración, se entiende que YO estoy cantando, no necesitamos más.)

b) Juan viajó. (Si es una oración, entendemos que Juan ha ido a algún lado.)

c) Juan entró en. (No es una oración, nos quedamos confundidos, entró ¿En qué??)

d) En la mañana. (No es una oración, no sabemos qué pasa en la mañana.)

3 Este es un concepto difícil, y es posible que usted vaya a tener que pasar bastante tiempo proveyendo ejemplos y explicaciones. Dé el tiempo necesario y varíe sus explicaciones hasta que los estudiantes entiendan.

4 Reparta los palitos. Explique a los estudiantes que deben escuchar las oraciones que usted va a decir. Deben enseñarle el lado correcto del palito de acuerdo con si es oración o no.

**Variación:**  
Una vez que los estudiantes hayan dominado esta destreza, ellos pueden crear sus propias oraciones y practicar con sus compañeros de clase para identificar oraciones completas e incompletas. Asegúrese de revisar las oraciones antes que los estudiantes las usen independientemente.

Incompleta

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## Key Points

- Helps to identify complete vs. incomplete sentences
- Teacher will call out a phrase or sentence and students will hold up the correct sign
- Allows teachers to easily see who is understanding the concept and who needs additional help

This slide has 1 CLICK v★ of animation.

### SAY:

*In this activity, students learn about the concept of complete sentences. The teacher explains what a complete sentence is and provides multiple examples. Once students understand the concept, the teacher distributes popsicle stick cards to each student. On one side, the card reads "Completa" (complete) and on the other side, it reads "Incompleta". The teacher then orally make a statement and the student decides if the statement is a complete or incomplete sentence. They show this side of the card to the teacher.*

CLICK v★



## Notes





## Questions & Answers

33

If you have any further questions:

- contact the Tejas LEE team at [tejaslee.info@times.uh.edu](mailto:tejaslee.info@times.uh.edu)
- check for an answer online at [www.tejaslee.org](http://www.tejaslee.org)

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## Key Points

This slide has 1 ✓ ☆ CLICK of animation.

### DO:

Answer any questions that your participants have regarding this module. Then ✓ ☆ CLICK to bring up the contact information for Tejas LEE.



## Notes