



Key Points



Notes



SAY:

Up to now we've reviewed how to analyze the Tejas LEE results, how to form effective groups, and how to pull activities from the IAG. However, we found that in order to fully address the students' needs in the area of spelling, a couple extra steps were needed. This module will focus on how to better analyze the Dictado results in first, second, and third grades.

Remember!!

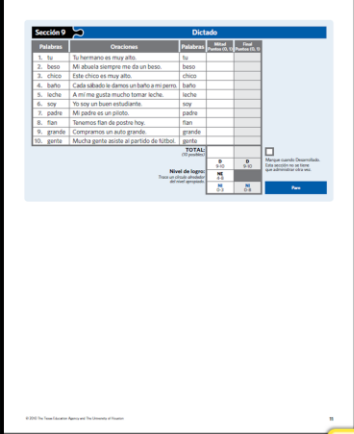
DO NOT:

- ✗ Pass out the *Folleto* to your students
- ✗ Tear out the Dictado page and pass it out to your students

DO:

- ✓ Make a copy of the Dictado page OR
- ✓ Use your own paper for the spelling test

2



Use care with the *Folleto de respuestas del estudiante!*

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Key Points

- When administering the Dictado sections, hand students a photocopy of the Dictado page from the *Folleto* or a blank sheet of paper.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

If you are using the Dictado page from the Folleto de respuestas del estudiante to give the spelling test, remember to make a copy of the Dictado page or use your own paper for the spelling test. DO NOT GIVE THE ENTIRE FOLLETO to your students. The answers to the spelling test are on a different page of the booklet. For first grade, the answers are on the back side of the Dictado page.

DO:

✓ ☆ CLICK

SAY:

You do not have to use the sheets provided in the *Folleto*. You may find it easier to use your own paper.



Notes



Key Points

- Each grade level has a spelling convention handout that states the spelling patterns assessed for each word, as well as the TEKS correlations.

Spelling Patterns Assessed

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First Grade Spelling

Word	Applicable Spelling Conventions	Applicable TEKS
at	ay	2.02(1)(A)
an	an	2.02(1)(A)
and	and	2.02(1)(A)
are	are	2.02(1)(A)
as	as	2.02(1)(A)
be	be	2.02(1)(A)
by	by	2.02(1)(A)
can	can	2.02(1)(A)
do	do	2.02(1)(A)
for	for	2.02(1)(A)
from	from	2.02(1)(A)
has	has	2.02(1)(A)
he	he	2.02(1)(A)
his	his	2.02(1)(A)
in	in	2.02(1)(A)
is	is	2.02(1)(A)
it	it	2.02(1)(A)
me	me	2.02(1)(A)
my	my	2.02(1)(A)
on	on	2.02(1)(A)
of	of	2.02(1)(A)
so	so	2.02(1)(A)
the	the	2.02(1)(A)
to	to	2.02(1)(A)
us	us	2.02(1)(A)
was	was	2.02(1)(A)
we	we	2.02(1)(A)
you	you	2.02(1)(A)

Second Grade Spelling

BOY List

Word	Applicable Spelling Conventions	Applicable TEKS
about	about	2.02(1)(A)
across	across	2.02(1)(A)
after	after	2.02(1)(A)
again	again	2.02(1)(A)
ago	ago	2.02(1)(A)
all	all	2.02(1)(A)
also	also	2.02(1)(A)
and	and	2.02(1)(A)
are	are	2.02(1)(A)
as	as	2.02(1)(A)
at	at	2.02(1)(A)
be	be	2.02(1)(A)
because	because	2.02(1)(A)
before	before	2.02(1)(A)
but	but	2.02(1)(A)
can	can	2.02(1)(A)
could	could	2.02(1)(A)
do	do	2.02(1)(A)
does	does	2.02(1)(A)
for	for	2.02(1)(A)
from	from	2.02(1)(A)
has	has	2.02(1)(A)
he	he	2.02(1)(A)
his	his	2.02(1)(A)
in	in	2.02(1)(A)
is	is	2.02(1)(A)
it	it	2.02(1)(A)
me	me	2.02(1)(A)
my	my	2.02(1)(A)
on	on	2.02(1)(A)
of	of	2.02(1)(A)
so	so	2.02(1)(A)
the	the	2.02(1)(A)
to	to	2.02(1)(A)
us	us	2.02(1)(A)
was	was	2.02(1)(A)
we	we	2.02(1)(A)
you	you	2.02(1)(A)

MOY List

Word	Applicable Spelling Conventions	Applicable TEKS
about	about	2.02(1)(A)
across	across	2.02(1)(A)
after	after	2.02(1)(A)
again	again	2.02(1)(A)
ago	ago	2.02(1)(A)
all	all	2.02(1)(A)
also	also	2.02(1)(A)
and	and	2.02(1)(A)
are	are	2.02(1)(A)
as	as	2.02(1)(A)
at	at	2.02(1)(A)
be	be	2.02(1)(A)
because	because	2.02(1)(A)
before	before	2.02(1)(A)
but	but	2.02(1)(A)
can	can	2.02(1)(A)
could	could	2.02(1)(A)
do	do	2.02(1)(A)
does	does	2.02(1)(A)
for	for	2.02(1)(A)
from	from	2.02(1)(A)
has	has	2.02(1)(A)
he	he	2.02(1)(A)
his	his	2.02(1)(A)
in	in	2.02(1)(A)
is	is	2.02(1)(A)
it	it	2.02(1)(A)
me	me	2.02(1)(A)
my	my	2.02(1)(A)
on	on	2.02(1)(A)
of	of	2.02(1)(A)
so	so	2.02(1)(A)
the	the	2.02(1)(A)
to	to	2.02(1)(A)
us	us	2.02(1)(A)
was	was	2.02(1)(A)
we	we	2.02(1)(A)
you	you	2.02(1)(A)

EOY List

Word	Applicable Spelling Conventions	Applicable TEKS
about	about	2.02(1)(A)
across	across	2.02(1)(A)
after	after	2.02(1)(A)
again	again	2.02(1)(A)
ago	ago	2.02(1)(A)
all	all	2.02(1)(A)
also	also	2.02(1)(A)
and	and	2.02(1)(A)
are	are	2.02(1)(A)
as	as	2.02(1)(A)
at	at	2.02(1)(A)
be	be	2.02(1)(A)
because	because	2.02(1)(A)
before	before	2.02(1)(A)
but	but	2.02(1)(A)
can	can	2.02(1)(A)
could	could	2.02(1)(A)
do	do	2.02(1)(A)
does	does	2.02(1)(A)
for	for	2.02(1)(A)
from	from	2.02(1)(A)
has	has	2.02(1)(A)
he	he	2.02(1)(A)
his	his	2.02(1)(A)
in	in	2.02(1)(A)
is	is	2.02(1)(A)
it	it	2.02(1)(A)
me	me	2.02(1)(A)
my	my	2.02(1)(A)
on	on	2.02(1)(A)
of	of	2.02(1)(A)
so	so	2.02(1)(A)
the	the	2.02(1)(A)
to	to	2.02(1)(A)
us	us	2.02(1)(A)
was	was	2.02(1)(A)
we	we	2.02(1)(A)
you	you	2.02(1)(A)

TEKS Correlations for Texas Users

SAY:

This slide shows the spelling words assessed at each grade of the Tejas LEE (Grades 1-3) in the first column. In the second column, the targeted spelling pattern or patterns are listed. In the third column, Texas users will note that the Texas Essential Knowledge and Skills (TEKS) correlation is listed for each test item.



NOTE FOR PRESENTER:

These handouts were included during the TOT training and grade level modules. Participants may refer to them if needed. They are also available for download on our website: www.tejaslee.org



Notes

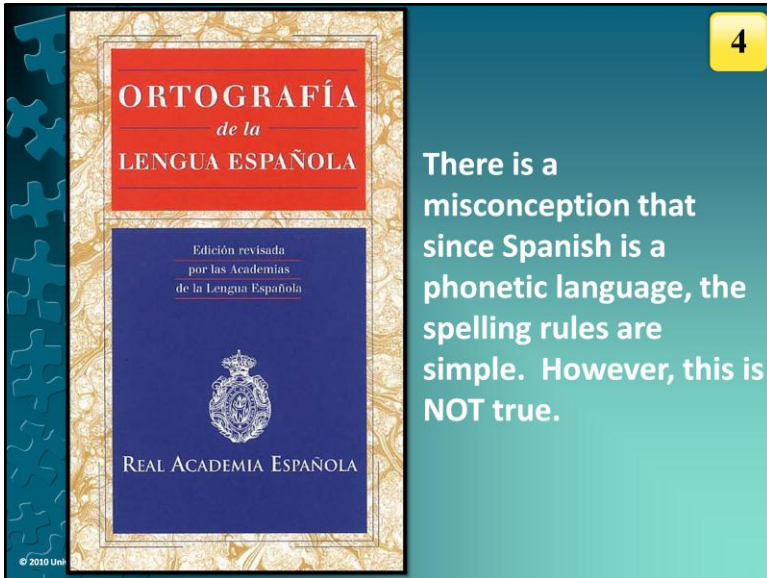


Key Points

- The “Ortografía de la lengua española” published by the Real Academia Española lays out in great detail all the Spanish spelling rules.



Notes



There is a misconception that since Spanish is a phonetic language, the spelling rules are simple. However, this is NOT true.

SAY:

There is a misconception that since Spanish is a phonetic language, the spelling rules are simple. However, this is simply NOT true. Shown here is the official “Ortografía de la lengua española”, published by the Real Academia Española, the official body that publishes the rules for the Spanish Language. This book takes 162 pages to explain the spelling rules in Spanish.

Tejas LEE GK Tools

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The Tejas LEE has developed item level analysis tools for use with the Dictado (Spelling) sections of the 1st, 2nd and 3rd grade assessments.

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Key Points

- Teacher tools are available to help with item level analysis of Dictado results.

SAY:

The Tejas LEE offers several teacher tools to help with the item level analysis of the Dictado sections. However, before we go more into detail, let's first take a look at a sample student's results.



Notes

Sample G1 Student Spelling Results 6

Middle of Year
First Grade

Dictado—Mitad del año

Nombre: _____

Hijo para el dictado:

1. tu	✓
2. beso	X beso
3. chico	X chico
4. baño	X baño
5. leche	✓
6. soy	X soy
7. padre	X padre
8. flan	X flan
9. grande	X grande
10. gente	X gente



Key Points

- This student missed 8 of 10 words.
- Analyze words missed to determine individual spelling needs.

SAY:

Let's take a closer look at a first grade student's spelling results. Remember, this student only took the Dictado section because he or she scored Developed in sections 3 and 4 of the first grade Tejas LEE.

At first glance, this student's spelling results are very disappointing. He missed 8 of the 10 items. However, let's look at the results in a different way to see if this gives us any better insights into what spelling conventions this student understands and with which ones he is having difficulties.



Notes

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In what spelling skills does this student require targeted instruction?

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Key Points



Notes

DO:

Read slide.



Key Points

- The Spelling Chart lists all the words and highlights which spelling patterns are being tested for each word. It also allows teachers to easily see how many times a student misses a particular pattern. This information is then used to plan targeted spelling instruction.

First Grade
Section 9--Dictado

Student Name: _____

MOY Date: _____

Spelling Words

	Beginning Consonant Blends	Medial Consonant Blends	Consonant Clusters	Hard G Sound	Ch Sound	ñ Sound	y vs. i	b vs. v	hard c vs. k	soft g vs. j	soft c vs. s and z
1. tu											
2. beso								X			
3. chico								X	X		
4. baño											
5. leche							X				
6. soy											
7. padre		X									
8. flan	X										
9. grande	X		X								
10. gente			X							X	

EOY Date: _____

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This slide has 2 ✓ ☆ CLICKS of animation.

SAY: Shown here is an example of the Tejas LEE Spelling Chart for first grade. The Spelling Charts are optional tools designed for use with individual students.

If we plot our student's error on this chart, several patterns become apparent. First, this student has several spelling strengths.

DO: ✓ ☆ CLICK

SAY: He knows his letter sound correspondences for hard g, ch and ñ. He also knows that 's' is one letter that represents the /s/ sound. We can also see several weaknesses in his performance.

DO: ✓ ☆ CLICK

SAY: This student is not hearing consonant blends or consonant clusters. Looking back at the results, he consistently hears only one of the two sounds. With this knowledge, we can address this deficit during our reading intervention time. This student's second weakness is typical of first graders. He is confused as to which letter to select when a sound can be represented by more than one letter. This is also a skill we can address.

You will note that if you look across each word horizontally, there are one or more skill boxes. A student may misspell a word, but only miss one of 4 different skills. You will also note that the word "tu" does not have any skill boxes marked. This is the easiest word on the Tejas LEE spelling list.



Notes

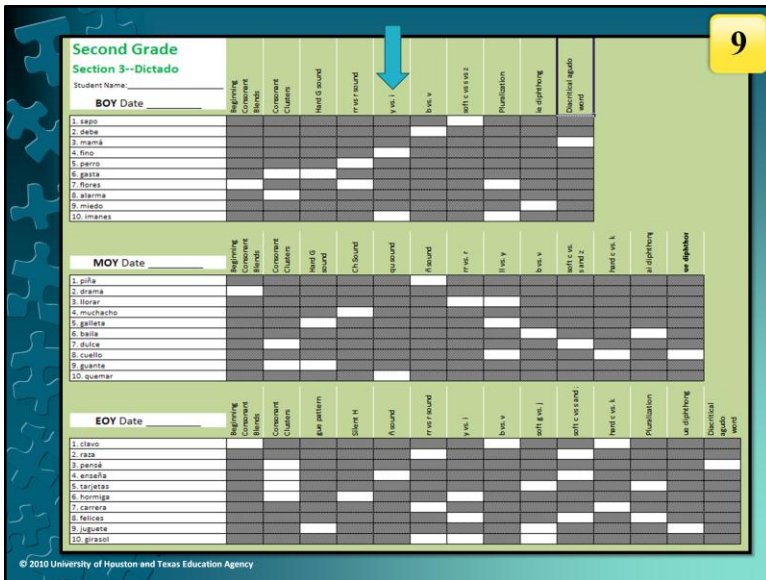


Key Points

- Student Charts are available for first, second, and third grade.
- Remember, spelling in first grade is assessed at MOY and EOY only, not at BOY. The word list for MOY and EOY is the same.
- In second and third grade, there is a different spelling list for each time point. For this reason, the spelling charts vary a little.
- For second and third grade, there are two versions of the Spelling Charts—one with all three timepoints on one sheet, and a second with one time point per page.



Notes



This slide has 1 ✓ ☆ CLICK of animation.

SAY: *Since the Tejas LEE assesses the same words at MOY and EOY administrations in first grade, there is only one first grade spelling chart. (Spelling is NOT assessed in first grade at Beginning of Year).*

The spelling charts for second and third grade look a little different. Shown above is a second grade chart. Please note that these charts exist in two different versions. One version has all three word lists on a single sheet, which is the one shown here. The other has separate charts for Beginning, Middle and End of Year spelling lists. Similar sheets exist for third grade.

The advantage of the single list is that only one sheet is required for each student. The disadvantage is that the skills do not align vertically across time points.

DO: ✓ ☆ CLICK

SAY: *If you follow the arrows, you will see that on this particular column, the skill assessed at BOY is y vs. i, at MOY it is the qu pattern and at EOY, it is the ñ sound. The other version simply separates these sheets out over three tables.*

Feel free to use whatever format works best for you.



- These are screenshots of the Spelling Charts with one time point per page.
- Spelling Charts for all grade levels are available free for download from the Tejas LEE website: www.tejaslee.org



Shown here are the individual sheets for each timepoint, this time for third grade. Remember, the sheets for both second and third grade are available for download on our website as individual pages or all together on one sheet.

First grade only had one downloadable page as the spelling words at both MOY and EOY are the same.

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The use of the individual student Spelling Charts is optional. You may choose to complete the Spelling Class Summary Sheet ONLY.

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Key Points

SAY:

Some teachers may find the Spelling Charts useful for planning individualized instruction for their most struggling students . However, they may skip this step and go directly to the Spelling Class Summary Sheet.



Notes

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REMOVE TEXT ONCE STUDENTS ENTERED

Number of students Missing Categories
Percentage of students Missing Categories

Percentage of students Missing Data

Shown here is the First Grade Spelling Class Summary sheet. This sheet is very similar for all grades.

As stated in the previous slide, some teachers prefer to transfer their spelling results directly from the spelling tests to this form, bypassing the Spelling Charts. Others prefer to use spelling charts only with their weakest spellers to have student specific information at hand for them. Either way is fine.



- This is a screen shot of a First Grade Spelling Class Summary Sheet.
- There is a Spelling Class Summary Sheet for each grade level.



Notes

13

[illegible]

Key Points

- This is a screen shot of a Second Grade Spelling Class Summary Sheet.
- There is a different Spelling Class Summary Sheet for each time point, as different spelling skills are assessed.

This is one of the three Second Grade Spelling Class Summary sheets. There is a different Spelling Class Summary Sheet for each administration of the Tejas LEE.



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[illegible]

This is one of the three Third Grade Spelling Class Summary sheets. Just like in second grade, there is a different Spelling Class Summary Sheet for each administration of the Tejas LEE.



- 

Notes

Grade 1 Spelling Class Summary Sheet
MOY and EOY

Student Name: _____

Number of Instances: 2

Beginning Consonant Blends (flan, grunde)

Number of students Missing Category: _____

Percentage of students Missing Category: _____



Key Points

- The grade level and time point(s) are located in the upper left hand corner of every Spelling Class Summary Sheet.
- Student names should be entered in the left hand column.
- Each spelling skill that was assessed at that time point is listed across in the light blue columns, along with a list of the words that assessed it.
- The dark blue Number of Instances boxes underneath the skill columns tell teachers how many words tested that particular skill.



Notes

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: Let's take a look at the features of the sheet and how you can use this tool to improve student spelling.

DO: ✓ ☆ CLICK

SAY: First, in the upper left hand corner of each of the sheets, you will find the administration for which the Spelling Class Summary Sheet was created. In the example shown here, This grade 1 Spelling Class Summary Sheet can be used with MOY or EOY. (Point this out to participants.) There are separate sheets for each time point for second and third grade.

DO: ✓ ☆ CLICK

SAY: Next, on the horizontal line, you see that student names are to be entered in the far left column. Next to that you will see a "Number of Instances" box. This number tells you how many times in each assessment this spelling pattern is assessed. In the example shown here, "Beginning Consonant Blends" is assessed twice on the first grade spelling test.

DO: ✓ ☆ CLICK

SAY: Another useful feature is the word list provided after every spelling skill. This tells you which word or words you should look at for this particular skill. Many of the spelling words address multiple skills, so they will appear several times.

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INSTRUCTIONS: Insert an "X" into each cell where a student has made that particular error. Do NOT enter a number as the spreadsheet will not calculate correctly.

Grade 1

Spelling Class Summary Sheet

MOY and EOY

		Common Letter Confusions	
		Soft g vs j (gentle)	Soft c vs s and z (beso, soy)
Student Name		1	2
TYPE FIRST STUDENT			
Ch sound (chico, leche)			
n sound (baño)			
y vs. i (soy)			
b vs v (beso, baño)			
Hard c vs. k (chico)			
Soft g vs j (gentle)			
Soft c vs s and z (beso, soy)			
2	1	1	2

Number of students Missing Category	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage of students Missing Category	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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Key Points

- Spelling skills are ordered in groups of similar spelling patterns. Headings are included, when applicable (i.e. common letter confusions)
- Spelling skills are not in order of difficulty. There is no definitive Spanish research supporting a particular order for teaching Spanish spelling patterns.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Another feature of the Spelling Class Summary Sheets is the grouping of the actual spelling skills. The items are grouped together by similar types of spelling patterns. Blends and consonant clusters come first, followed by individual sounds, sounds represented by more than one letter, etc...The order of the words across the sheet are not organized in order of difficulty. The research has yet to be done to determine the order of difficulty of these skills.

DO:

✓★ CLICK

SAY:

Where feasible, titles have been provided above groups of words. Here you can see “Common Letter Confusions” as the title for the group of skills below.



Features of the Spelling Class Summary Sheets 17

INSTRUCTIONS: Insert an "X" into each cell where a student has made that particular error. Do NOT enter a number as the spreadsheet will not calculate correctly.

Grade 1 Spelling Class Summary Sheet MOY and EOY

Student Name	Number of Instances:	Beginning Consonant Blends (th, gr, grnd)	Medial Consonant Blends (padre)	Consonant Clusters (grande, gente)	Hard G sound (grande)	Ch sound (chico, leche)	H sound (baño)	y vs. i (eoy)	b vs v (beso, baño)	Hard c vs. k (chico)	Soft g vs j (gente)
TYPE FIRST STUDENT NAME HERE*		2	1	2	1	2	1	1	2	1	1

Number of students Missing Category: 0
Percentage of students Missing Category: 0%

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Key Points

- Once student names and tallies are entered, the spelling class summary sheet will automatically calculate the number and percentage of students who missed words in that category.
- For tally marks, use an x or lowercase letter l. Please do not use numbers, as this will cause the spreadsheet to not calculate correctly.
- Enter the first student name on top of the "Type Student Name Here" text in the student name column.
- Use numbers and percentages to determine whether to teach a particular skill in whole group or small group format.



Notes

This slide has 2 ✓ ☆ CLICKS of animation.

SAY: There is an important note at the very top of the Spelling Class Summary Sheet.

DO: ✓ ☆ CLICK

SAY: When using the spreadsheet, we recommend that you place an "X" into the cell where the student made a particular error. The sheet is designed to be used as a tally sheet, so more than one "X" can be placed in the same cell if a student made the same error on multiple words. The sheet will calculate correctly when any letter is entered (the lower case l also makes a good tally). However, IT WILL NOT WORK PROPERLY IF NUMBERS ARE ENTERED INTO THE CELLS.

Please note the text in the first student name box of each page of the Spelling Class Summary Sheet. You should delete the text in this box and enter the first student name on top of it. Otherwise, the spread sheet will think that ""*Type First Student Name Here*" is one of your students and will throw off your percentages. Be certain to remove all of the text including the asterisks.

DO: ✓ ☆ CLICK

SAY: There is one last item I wanted to mention to you regarding the Spelling Class Summary Sheets are the automated features found at the bottom of each sheet. Once you enter student names and information onto the page, the spread sheet will automatically calculate the number and percentage of your class that missed words in a particular category. The Number of students Missing Category and Percentage of students Missing Category boxes at the bottom of each column can be very helpful for you in determining how to address spelling deficits in class—whether through 1 on 1 tutoring, small group instruction or a whole class format.



Key Points

- You may download the Spelling Charts and Spelling Class Summary Sheets from our website: www.tejaslee.org
- Go to the teacher resource page and click on “more...” in the Spelling box to access downloadable materials.



Notes

Obtaining Spelling Charts & Spelling Class Summary Sheets

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tejas LEE

Home Resources Training Order FAQ's

Resources > For Teachers

For Teachers

Third Grade, MPLP, & MPLE BOY Materials

Grade 3 MPLP MPLE

Intervention Activities Guide Blackline Masters

This section provides blackline masters for each activity in the Intervention Activities Guide denoted with the icon.

Browse the [Blackline Masters](#).

Changes to the new version of the Tejas LEE (2010-2014)

There are several new components to the Tejas LEE. The most consistent change is the replacement of all items and stories at each grade level. Some tasks were removed from the 2008-2010 version and new tasks added to align with student performance in the new pilot sample. The previous version of the Tejas LEE was piloted in 2003-2004. The 2010-2014 version has been updated to align with the increased performance levels of students since that time. [View the changes.](#)

Grouping Students for Instruction

The resources in this section are developed to assist teachers with grouping students for instruction and identifying instructional activities for identified groups. Included in this section is a document outlining suggested criteria for RRI or Tier 2 placement (identification of students in need of additional assistance), a grouping guide for beginning the process of grouping students for targeted instruction, grouping charts to assist in placing students into groups for small group instruction, and grouping mats to assist in selecting activities from the intervention activities guide to be used with small groups.

[more...](#)

Spelling

The resources in this section are developed to assist teachers with analyzing student spelling errors and reference the alignment between specific Tejas LEE spelling words, spelling conventions, and TEKS requirements. The resources in this section include spelling charts to use for tracking individual student spelling errors, spelling grouping mats to assist in grouping students for instruction based on spelling error patterns, spelling class summary sheets that allow for tracking spelling progress across all students in a class, and spelling alignment documents that provide a quick reference of the alignment of the Tejas LEE spelling words to the TEKS.

[more...](#)

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SAY:

This is the teacher resource page of the Tejas LEE website. In order to access the spelling tools, please click on the “more...” hyperlink at the end of the Spelling section of this page.

Obtaining Spelling Charts & Spelling Class Summary Sheets

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Spelling

The resources in this section are developed to assist teachers with spelling words, spelling conventions, and TEKS requirements. The spelling errors, spelling grouping mats to assist in grouping students allow for tracking of spelling errors across all students in a class, and Texas LEE spelling words and the TEKS [less](#).

Spelling Charts

Spelling charts can be used to track individual student spelling.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Class Summary Sheets

Spelling class summary sheets can be used to track student spelling.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Grouping Mat

The spelling grouping mat can be used to place students in groups for activities to be used with identified groups of students.

[Spelling Grouping Mat](#)

Spelling Alignment

These documents provide the alignment between the Texas Knowledge and Skills (TEKS) requirement.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Charts

Spelling charts can be used to track individual student spelling.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Class Summary Sheets

Spelling class summary sheets can be used to track student spelling.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Grouping Mat

The spelling grouping mat can be used to place students in groups for activities to be used with identified groups of students.

[Spelling Grouping Mat](#)

Spelling Alignment

These documents provide the alignment between the Texas Knowledge and Skills (TEKS) requirement.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

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Key Points

- All Spelling tools are available for download on the teacher resource page.
- Available documents are:
 - Spelling Charts
 - Spelling Class Summary Sheets
 - Spelling Grouping Mat
 - Spelling Alignment (showing spelling skill targeted and applicable TEKS (for Texas users))

This slide has one ✓ ☆ CLICK of animation.

SAY:

After you click on the more hyperlink, the Spelling box will open up further. You will then be able to see all of the Spelling tools that are available for you to download.

DO: ✓ ☆ CLICK

SAY:

You can download the Spelling Charts and the Spelling Class Summary Sheets. Also on this page is the Spelling Grouping Chart which we are about to discuss. Finally, you can also access the Spelling Alignments sheets we discussed at the beginning of this presentation which show the specific spelling skill we targeted and the relevant TEKS (for Texas users).



Notes

Graphophonemic Grouping Mats

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Key Points



Notes

GK Grouping Mat

- One grouping mat for Grades 1, 2 and 3
- Spelling skills assessed are grouped together by type of pattern
- Spelling skills are NOT in developmental order
 - No definitive research exists to place patterns assessed in order
 - Each reading basal has its own Spanish spelling scope and sequence

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Key Points

- The 2010-2014 version of the Tejas LEE has a single GK Grouping Mat designed to be used with all three grades (1, 2 and 3).
- Spelling skills are grouped by type of spelling patterns.
- Spelling skills are not in order of difficulty. There is no definitive Spanish research supporting a particular order for teaching Spanish spelling patterns.

DO:

Read/review slide.



Notes

22

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- For the 2010-2014 version of the Tejas LEE, there is a single Spelling Grouping Mat for Grades 1, 2 and 3.
- The Grouping Mat is downloadable from our website, www.tejaslee.org
- The Grouping Mat is 4 pages long and is intended be cut and pasted together.



The screen shot shown here is a partial view of the 2010-2014 Spelling Grouping Mat. New for this year is that this single grouping mat can be used by First, Second and Third grade teachers. The actual grouping mat is 4 pages long and can be cut and pasted into a single document.



Notes

What skills appear on the Tejas LEE GK Grouping Mat?

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Key Points



Notes




Key Points

- The GK Grouping Mats list all the spelling skills assessed throughout the year for a particular grade level.



Notes

A graphic of several blue puzzle pieces arranged in a vertical column on the left side of the slide.

- Consonant Blends
- Digraphs
- Silent H
- Single Sound-Letter Correspondences
- Sounds Represented by More Than 1 Letter
- Diphthongs, hiatus
- Homonyms
- Compound Words
- Accents
- Dieresis
- Inflectional Endings
- Frequently Misspelled Words

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24

This slide has one ✓ ☆ CLICK of animation.

SAY:

Just like on the regular Tejas LEE grouping mats, not every skill on the mat is assessed by the Tejas LEE inventory. Since the list is more comprehensive, you can use it to find activities for other spelling programs and skills you address in your classroom.

DO:

✓ ☆ CLICK

Paraphrase the information on the slide.

Organization of the Grouping Mats 25

→ Main Category

→ Specific Skill

→ Appropriate Activities

Sounds represented by more than one letter							
Soft c vs sand s		d vs t		ll vs y		; vs i	
Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected
G RA-20		G RA-20		G RA-20		G RA-20	
G RA-22		G RA-22		G RA-22		G RA-22	
G RA-23		G RA-23		G RA-23		G RA-23	
G RA-24		G RA-24		G RA-24		G RA-24	
G RA-41		G RA-41		G RA-41		G RA-41	
G RA-42		G RA-42		G RA-42		G RA-42	
G RA-43		G RA-43		G RA-43		G RA-43	
G RA-44		G RA-44		G RA-44		G RA-44	
G RA-45		G RA-45		G RA-45		G RA-45	
G RA-46		G RA-46		G RA-46		G RA-46	
G RA-47		G RA-47		G RA-47		G RA-47	
G RA-48		G RA-48		G RA-48		G RA-48	
G RA-49		G RA-49		G RA-49		G RA-49	
G RA-50		G RA-50		G RA-50		G RA-50	
G RA-51		G RA-51		G RA-51		G RA-51	
G RA-52		G RA-52		G RA-52		G RA-52	

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Key Points

- The GK grouping mats list the main spelling category, followed by the specific spelling pattern, and then gives a list of applicable activities from the IAG to use for that skill.

This slide has three ✓ ☆ CLICKS of animation.

SAY:

The grouping mat is organized as follows:

DO: ✓ ☆ CLICK

SAY:

At the very top, you will find the general category of skills. In the example on this slide, the general category is "Sounds Represented by more than one Letter".

DO: ✓ ☆ CLICK

SAY:

Underneath are the specific spelling skills that fall under this category. (Discuss as necessary.)

DO: ✓ ☆ CLICK

SAY:

Under each specific skill, you will find a list of those activities from the Intervention Activities Guide that can be used to teach each specific skill. In some cases, you may need to change the specific words in an activity. In other words, an activity listed under "ll vs. y" may actually be an activity for "b vs. v" but can be adapted for "ll vs. y" by using different words.



Notes

Organization of the Grouping Mats

26

Awareness needs to begin in Kindergarten

Accents		
Aguda	Grave	Esdrújula
Activity Selected	Activity Selected	Activity Selected
Awareness		
GRA-71	GRA-71	GRA-71
GRA-72	GRA-72	GRA-72
GRA-73	GRA-73	GRA-73
Hearing/Recognition		
GRA-74	GRA-75	GRA-74
GRA-75	GRA-76	GRA-75
GRA-76	GRA-77	GRA-76
GRA-77		GRA-77
Rules		
GRA-78	GRA-78	GRA-78
GRA-79	GRA-79	GRA-79
GRA-80	GRA-80	GRA-80
GRA-81	GRA-81	GRA-81
GRA-82	GRA-82	GRA-82
GRA-83	GRA-83	GRA-83



Key Points

- Although accenting is not tested until the second and third grade Dictado sections, awareness of accenting knowledge needs to begin in Kindergarten.
- The GK Grouping Mat lists the activities that would be appropriate for developing an awareness of accents.

This slide has two ✓ ☆ CLICKS of animation.

SAY:
The accenting columns of the Spelling Grouping Charts target specific spelling skills even more closely. These skills are especially important in Second and Third grade as spelling words with diacritical accents is now an integral part of the Tejas LEE spelling section for both grades.

DO: ✓ ☆ CLICK

SAY:
First, the Accenting section is further divided into the three types of accents assessed by the Tejas LEE “Agudo, Grave and Esdrújula”.

DO: ✓ ☆ CLICK

SAY:
Second, activities related to the three levels of accenting knowledge (Awareness, Hearing & Recognition and Rules) are listed for each type of accent. Teaching accents is complex and students will benefit if teachers in the earlier grades assist in the teaching. For example, the simple awareness that multi-syllable words in Spanish have a stressed syllable, should begin in Kindergarten.



Notes

Organization of the Grouping Mats 27

Hearing and Recognition is the next step for developing Accenting skills. This can begin in 1st Grade.

Accents								
Aguda			Grave			Esdrújula		
Activity	Selected		Activity	Selected		Activity	Selected	
Awareness								
GRA-71			GRA-71			GRA-71		
GRA-72			GRA-72			GRA-72		
GRA-73			GRA-73			GRA-73		
Hearing/Recognition								
GRA-74			GRA-75			GRA-74		
GRA-75			GRA-76			GRA-75		
GRA-76			GRA-77			GRA-76		
GRA-77						GRA-77		
Rules								
GRA-70			GRA-70			GRA-70		
GRA-79			GRA-79			GRA-79		
GRA-80			GRA-80			GRA-80		
GRA-81			GRA-81			GRA-81		
GRA-82			GRA-82			GRA-82		
GRA-83			GRA-83			GRA-83		



Key Points

- After students gain an awareness of accenting, they may move on to Hearing And Recognition. This step can begin starting with first grade.
- The GK Grouping Mat lists the activities that would be appropriate for hearing and recognition of accents.



SAY:

Paraphrase slide.



Notes

Organization of the Grouping Mats 28

Learning the Rules can only occur after mastery of Awareness, Hearing, and Recognition.

Accents								
Aguda			Grave			Esdrújula		
Activity	Selected		Activity	Selected		Activity	Selected	
Awareness								
GRA-71			GRA-71			GRA-71		
GRA-72			GRA-72			GRA-72		
GRA-73			GRA-73			GRA-73		
Hearing/Recognition								
GRA-74			GRA-75			GRA-74		
GRA-75			GRA-76			GRA-75		
GRA-76			GRA-77			GRA-76		
GRA-77						GRA-77		
Rules								
GRA-70			GRA-70			GRA-70		
GRA-79			GRA-79			GRA-79		
GRA-80			GRA-80			GRA-80		
GRA-81			GRA-81			GRA-81		
GRA-82			GRA-82			GRA-82		
GRA-83			GRA-83			GRA-83		



Key Points

- Teaching of the actual accenting rules can not begin until awareness and hearing and recognition have been mastered.
- The GK Grouping Mat lists the activities that would be appropriate for teaching and practicing the accenting rules.



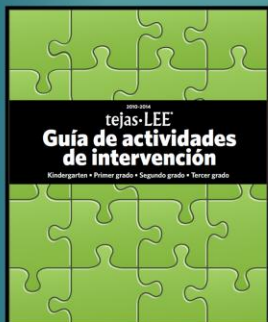
SAY:

Paraphrase slide.



Notes

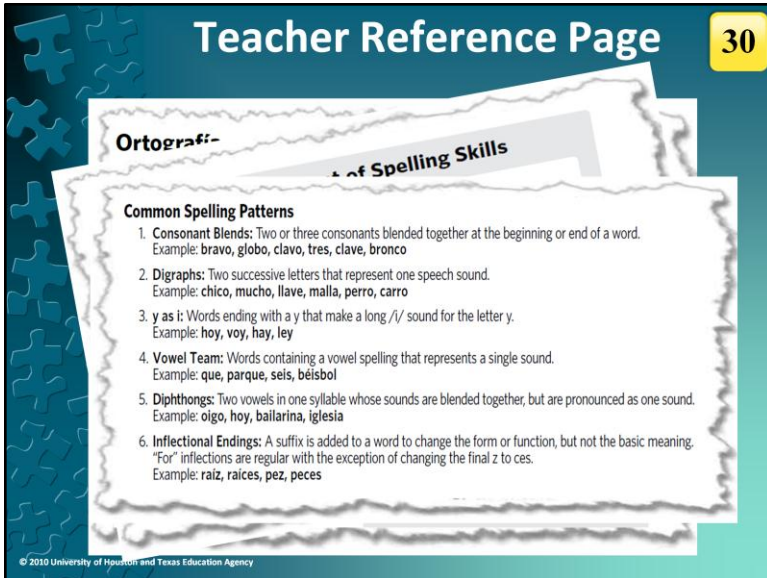
Using the Tejas LEE Intervention Activities Guide to plan Word Study/Spelling Instruction



Key Points



Notes



Key Points

- The Tejas LEE IAG provides a teacher background information for each reading component section.
- This background information is presented in English.
- Activity titles and objectives are presented in both English and Spanish.
- The actual intervention activities are in Spanish.

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

The beginning of each section presents 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 you with a framework from which to guide instruction of these skills. These informational sections are presented in English; the titles of activities in both Spanish and English; and the activities in Spanish only. 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 likely will do so in English. The description of each activity and the procedures for implementation are provided in Spanish. This ensures you have the Spanish vocabulary and prompts required to give instructions to Spanish-speaking students.

The spelling information shown here is found in the IAG on pp. 61-63.

DO: ✓ ☆ CLICK

DO: ✓ ☆ CLICK



Notes

Teacher Reference Page

31

La diéresis

(Dieresis Marks)

The dieresis mark is used over the letter u (ü) to diacritically distinguish the /ge/ (hard g) and /gi/ (hard g) sounds from the /gwe/ and /gwi/ 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 ua or uo, both vowels are pronounced. The sound that is pronounced is similar to the w sound in English (e.g., guason). However, when a g precedes ue or ui, the u is not pronounced (e.g., juguete). The letters gu will never precede another u.

To obtain the w sound when the letter g precedes ui or ue, 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:

Argür	Cigüeña	Averigüe	Vergüenza
Bilingüe	Güiro	Pingüino	

¿Qué?, ¿Quién?, ¿Cuándo?

Exception: When o is used between numbers, it is not pronounced.



Key Points

- Additional information on accenting and dieresis can be found in the IAG on pp 77-84.

This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

The IAG also contains information for teachers regarding accenting and dieresis marks. We will discuss this information more in depth in the upcoming slides. The full text of this information appears on pages 77-84 of the IAG.

DO:

✓ ☆ CLICK

DO:

✓ ☆ CLICK



NOTE TO PRESENTER:

The pages shown on this slide are on IAG pp. 77, 78 and 84.



Notes

Dieresis



Key Points

SAY:

Now let's briefly discuss dieresis marks.



Notes

What is a Dieresis?

33

The dieresis is a diacritical mark used over the letter ü to distinguish the /gui/ and /gue/ sounds from the /gwi/ and /gwe/ sounds. The dieresis provides students with additional information about the word being read, as well as pronunciation.

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Key Points

- The dieresis is a diacritical mark used over the letter ü to distinguish the /gui/ and /gue/ sounds from the /gwi/ and /gwe/ sounds.

DO:

Paraphrase this slide.

SAY:

Students in early grades will only encounter a few words that require a dieresis mark. However, it is still important that they are aware of this rule.



Notes

Accenting

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Key Points

SAY:

Student knowledge of accenting rules is assessed on the second grade and third grade Tejas LEE. Accenting knowledge is just like any other reading skill. It must be taught systematically and explicitly. For the next few minutes, we will review the sequence for teaching accenting skills and review accenting rules.



Notes

What are Accents?

35

Accenting refers to the syllable within a word that carries the stress. Every multisyllabic word in Spanish has a stressed (accented) syllable. Accents provide students with additional information about the word being read, as well as pronunciation.

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DO:

Paraphrase this slide.



Key Points

- Accents are crucial to not only the correct pronunciation of words, but can also impact word meaning.
- The three most common types of accents are: agudo, grave, and esdrújula.



Notes

Accents

36

An accent is simply a syllable within a word that is pronounced more strongly than the other syllables.

Accents in Spanish can either be:

- **Prosódico:** Pronounced but not written
- **Diacrítico:** Pronounced and written

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Key Points

- An accent is the stressed syllable within a word.
- The pronounced stressed syllable can either be prosódico (not written) or diacrítico (written).

DO:

Paraphrase this slide.

SAY:

First we will discuss accents and accenting rules in Spanish. We will briefly review the rules for the three most common types of accenting words — “agudo” (last syllable), “grave” (next to last syllable) and “esdrújula” (antepenultimate syllable). The accenting rules for these words as well as additional rules for teacher background knowledge are discussed in depth in the Introductory section of the Accenting domain in the IAG.



Notes

Agudo Words

37

Agudo words have an accent on the last syllable. This table indicates when the accent is written and when it is not written.

Prosódico Termina en consonante, menos "n" y "s"			Diacrítico Termina en vocal, "n" o "s"		
pa- <u>pel</u>	ca- <u>lor</u>	co-dor- <u>niz</u>	a- <u>llá</u>	pu- <u>ré</u>	co-ra- <u>zón</u>
ciu- <u>dad</u>	re- <u>loj</u>	ca-li- <u>dad</u>	a- <u>hí</u>	no- <u>más</u>	in-te- <u>rés</u>
na- <u>ríz</u>	es- <u>toy</u>	ma-te- <u>rial</u>	i- <u>glú</u>	so- <u>fá</u>	al-go- <u>dón</u>

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Key Points

- Agudo words have the stressed syllable in the final syllable.
- If the word ends in a consonant (except n or s), no written accent is needed.
- If the words ends in a vowel, n, or s, then a written accent is needed.

SAY:

The first accent type we will discuss is the "agudo" or "oxítono". In "agudo" words, the stress (accent) falls on the final syllable.

The accent is "prosódico" (not written) when the word ends with any consonant except for "n" or "s".

The accent is "diacrítico" (written) when the word ends with a vowel, "n" or "s".

Let's take a look at the table to see how the rules apply to these words.

DO:

Review table on slide.

Have participants turn to their participant packet and complete the following activity. Would the following "agudo" words have a written accent or not? Why or why not?



- imán
- estar
- llamé
- anís
- avestruz
- Hotel

Go over the answers with participants. Ask them to provide the appropriate rule as to why each word has/does not have a written accent.



Notes

Grave Words

38

Grave words have an accent on the second to last syllable. This table indicates when the accent is written and when it is not written.

Prosódico Termina en vocal, "n" o "s"			Diacrítico Termina en consonante, menos "n" y "s"		
ho-ra	dul-ce	tra-ba-jo	fút-bol	cés-ped	di-fi-cil
al-to	can-tan	to-ma-tes	ál-bum	sue-ter	ca-rác-ter
ca-da	mis-mo	e-nor-me	lá-piz	án-gel	au-to-mó-vil

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Key Points

- Grave words have the stressed syllable in the next to final syllable.
- If the words ends in a vowel, n, or s, then no written accent is needed.
- If the word ends in a consonant (except n or s), a written accent is needed.

SAY:

The second accent type we will discuss is the "grave" or "paroxítono". In "grave" words, the stress (accent) falls on the next to last syllable.

The accent is "prosódico" (not written) when the word ends with a vowel, or the letters "n" or "s".

The accent is "diacrítico" (written) when the word ends with any consonant except for "n" or "s".

Let's take a look at the table to see how the rules apply to these words.

DO:

Review table on slide.



Have participants turn to their participant packet and complete the following activity. Would the following "grave" words have a written accent or not? Why or why not?

- béisbol
- tijeras
- taza
- fértil
- carne
- cóndor

Go over the answers with participants. Ask them to provide the appropriate rule as to why each word has/does not have a written accent.



Notes

Esdrújula Words

39

Esdrújula words have an accent on the third to last syllable. An esdrújula word always has a written accent. Some examples follow:

tráfico	México	índice	sonámbulo
óvalo	último	Atlántico	científico
teléfono	íntimo	sótano	músculo

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Key Points

- Esdrújula words have the stressed syllable in the third to final syllable.
- All esdrújula words require a written accent.

SAY:

Esdrújula words are a third common type of accented words in Spanish. Esdrújula words are regular in that they always have a written accent. You may think that because Esdrújula words always carry a written accent, that they would be the easiest for students to learn. However, as you will see, this is not the case. This is actually the most complex accent type and should be taught after agudo and grave words.

Students need to develop an ear to hear the stress in words. The pattern is LOUD-soft-soft, such as in the words above: TRA- fi – co LOUD soft soft; ME xi co LOUD soft soft; etc...Once students can hear the stressed syllable, they can listen for “esdrújula” words and know that this type of word requires a written accent.

This can be tricky for students, just as it may be for you. Let’s go through a few examples now to demonstrate this point. I will now say a few words in Spanish. All of the words will have multiple syllables. You have these words in your participant packet. Please circle the words that you think are Esdrújula.



- | | |
|------------------|------------------------------|
| •Engrapadora | (Answer: NO, grave) |
| •Tortilla | (Answer: NO, grave) |
| •Múltiples | (Answer: YES) |
| •Avioneta | (Answer: NO, grave) |
| •Avestruz | (Answer: NO, aguda) |
| •Antipático | (Answer: YES) |
| •Mágico | (Answer: YES) |
| •Trabajadora | (Answer: NO, grave) |
| •Pingüino | (Answer: NO, grave) |
| •hipotéticamente | (Answer: NO, sobreesdrújula) |

As you can see, learning esdrújula accents is not an easy task. It is much harder than the previous two accents and is generally taught later.



Notes

Additional Accent Types in Spanish

40

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

Spanish	English	Spanish	English
aun	even	aún	still, yet
de	of, from	dé (form of dar)	to give
el	the	él	he
mas	but	más	more
mi	my	mí	me
si	if	sí	yes
solo	only (adjective), single, alone	sólo	only (adverb), solely
te	you	té	tea
tu	your	tú	you

Exception: A number of words typically not accented, are accented when used in a question or exclamation (e.g., ¿Adónde?, ¿Cómo?, ¿Cuál?, ¿Cuáles?, ¿Cuándo?, ¿Cuánto?, ¿Cuánta?, ¿Cuántos?, ¿Cuántas?, ¿Dónde?, ¿Por qué?, ¿Qué?, ¿Quién?, ¿Quiénes?)

Exception: When o is used between numbers, it is accented to avoid confusion with 0 (zero).

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Key Points

Additional accenting rules are briefly discussed in the IAG.

These include:

- homophones
- interrogatory and exclamation accents
- sobreesdrújula words

SAY:

There are several other types of accents in Spanish that second readers are not expected to have mastered. These are presented for your “deep pockets”.

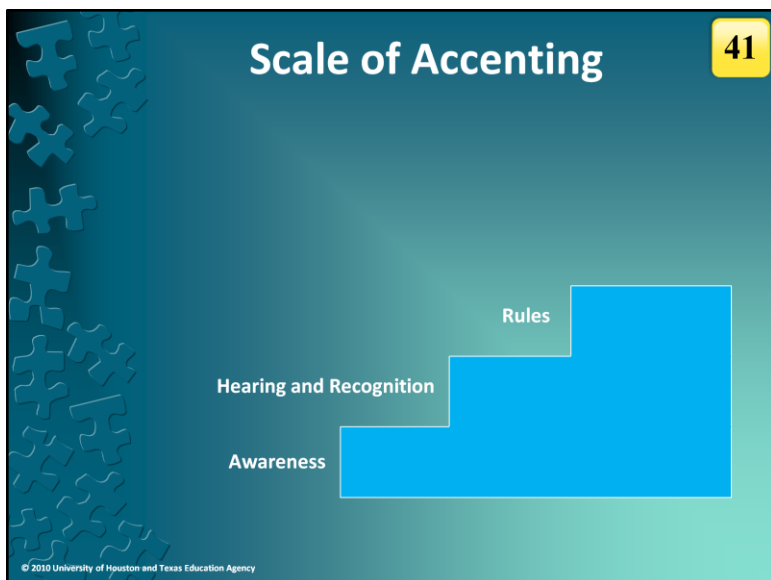
Some homophones in Spanish have written accents to distinguish the different meanings of the words. The table above gives several common examples.

Another accenting type are interrogatory and exclamation accents. These are used to in questions and for exclamatory statements.

Finally, sobreesdrújula words have accents on syllables that are further into the word than three syllables from the end. Words like “entrégamelo” are sobreesdrújulas (4th from the end).



Notes



Key Points

There are three basic levels of accenting knowledge:

- awareness: the knowledge that all words contain a stressed syllable
- hearing & recognition: the ability to identify the stressed syllable and its location in the word
- rules: knowledge of accenting rules and ability to correctly place written accents when needed.



Notes

SAY:

Let's talk a little more regarding accenting instruction. Accenting instruction should begin with awareness. Students need to know that all multisyllabic words in Spanish have one syllable that is said louder than the others. We call this the stressed syllable (sílabo tónica). There are a variety of activities that will help students with this recognition, some of which can be found in the Tejas LEE Intervention Activities Guide.

Once students have developed this awareness, they need to be able to identify the stressed syllable. At this point, you can introduce your students to much of the vocabulary for accenting. Students should be able to name the three main syllable types (última, penúltima and antepenúltima) as well as the three most common word types that carry accents (agudo, grave, esdrújula). They should also learn the terms prosódico and diacrítico mentioned in the previous slide. Teach students to identify the stressed syllable in a manner such as the following:

Escucho la sílabo tónica en la penúltima sílabo. Es una palabra grave.


The third level involves learning the actual rules that determine whether an accent is only pronounced or pronounced and written. The next few slides will walk you through the basic accenting rules in Spanish.



Key Points



Notes

A graphic of several blue puzzle pieces arranged in a cluster on the left side of the slide.

Sample Activities for the Three Steps to Learning Accents

42

- ✓ Step 1: Awareness
- Step 2: Hearing/Recognition
- Step 3: Learning Accenting Rules

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This slide has one ✓ ☆ CLICK of animation.

SAY:

Let's look at a sample activity for each step. First we'll look at Awareness. Remember these activities can be done beginning in kindergarten.

Accenting Awareness “Feel the Stress”

Conocimiento de los grafotonemas | Acentuación

GRA-71 **Percibe el énfasis** (Feel the Stress)

Students will learn to perceive the stressed syllable of spoken words.
Los estudiantes aprenderán a percibir la sílaba tónica en palabras orales.

MATERIALES: Silla

1 Siéntese en una silla enfrente de los estudiantes y diga lentamente una palabra en sílabas.

2 Diga la palabra una segunda vez levantándose al decir la sílaba tónica (la que lleva el énfasis), por ejemplo “e - le - **fan** - te”.

3 Haga varios ejemplos. Asegúrese de decir cada palabra dos veces, levantándose solamente en la segunda iteración.

4 Pregunte a los estudiantes: ¿Por qué crees que me estoy levantando? Luego, explíqueles que cada palabra tiene una sílaba que es tónica y al pararse usted está enseñando esta sílaba.

5 Haga unos ejemplos junto con los estudiantes exagerando al principio la sílaba tónica.

6 Una vez que los estudiantes puedan identificar la sílaba tónica con exactitud, deje que ellos sugieran palabras y que identifiquen la sílaba tónica por sí solos siguiendo este mismo procedimiento.



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Key Points

- Teacher sits in chair in front of students and pronounces a word broken up into syllables (i.e. /e/ /le/ /fan/ /te/)
- Teacher repeats the syllables a second time, but this time will stand up when saying the stressed syllable. (i.e. /fan/).
- Teacher does several examples following these steps then asks student why they think she stands up for certain syllables.
- Teacher explains that there is always a stronger, stressed syllable in a word.
- After more teacher modeling, students can stand up when they hear stressed syllable.



Notes

DO:

Explain and do this activity with the participants. Use the following words as examples:

to - **ma** - tes

pa - **pel**

At - **lan** - ti - co

con - di - **ción**

cír - cu - lo

On words where the stressed syllable is the first syllable of the word, the repetition of the word is critical. Students will have to hear the word at least once before they attempt to stand on the stressed syllable. At the beginning, they may need to hear the word several times.



Key Points



Notes

**Sample Activities for the
Three Steps to Learning Accents** **44**

Step 1: Awareness

✓ **Step 2: Hearing/Recognition**

**Step 3: Learning Accenting
Rules**

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This slide has one ✓ ☆ CLICK of animation.

SAY:

Now let's move on to hearing and recognition.

Accenting Hearing/Recognition “Fishing for Accents”

45

Conocimiento de los grafotemas | Acentuación

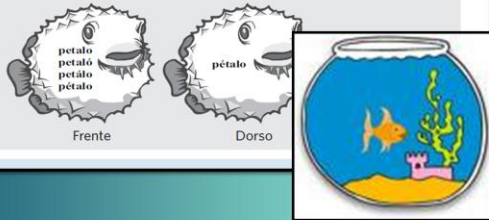
GRA-75 **Pescando acentos** (Fishing for Accents)

Blackline Master available
www.tejaslee.org

Students will determine which spelling of an accented word is correct.
Los estudiantes determinarán cual forma escrita de una palabra con acento diacrítico es la correcta.

MATERIALES: Pescados, imanes, caña de pescar con imán al final, pecera o caja, dos cubetas

Esta es una buena actividad para centros. Prepare de antemano una cantidad de pescaditos sobre papel de colores. De un lado del pescado, se ofrecen tres o cuatro maneras de escribir la palabra con el acento colocado en diferentes lugares o sin acento. Del otro lado, se escribe la palabra correctamente. También se necesita una pecerita, dos cubetas y una caña de pescar con algo pegajoso al final del hilo. El juego se hace con dos jugadores. Uno pesca y el otro saca el pescadito del hilo para que el pescador no vea el lado de las respuestas. El pescador determina cual es la respuesta y se la dice al otro. Este voltea el pescadito y, si la respuesta coincide, lo echa a la cubeta del pescador.



DO:

Explain activity to participants.



Key Points

- Students work in partners to take turns fishing for accents.
- Once a student “catches” a fish, the partner will remove it from the line and show the front side to the other student.
- Front side of the fish lists four possible accent placements.
- When student gives answer, partner will check the answer by looking at the reverse side.
- If correct, student will keep fish. If incorrect, fish goes back in the pail.
- Students continue to take turns fishing until all fish have been caught.



Notes



Key Points



Notes

**Sample Activities for the
Three Steps to Learning Accents** 46

Step 1: Awareness

Step 2: Hearing/Recognition

✓ **Step 3: Learning Accenting
Rules**

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SAY:

Now let's look at an example for learning the accenting rules.

Learning Accenting Rules “The Great Accent Race”

47

Conocimiento de los grafonemas | Acentuación

GRA-80 **La gran carrera de acentos** (*The Great Accent Race*)

Students will add diacritical accents where necessary to words in isolation.
Los estudiantes agregarán acentos diacríticos donde sea necesario a palabras individuales.
MATERIALES: Lista de palabras sin acentos

Escriba en el pizarrón o en una hoja de papel grande dos listas idénticas de palabras a las que les falta el acento. Los estudiantes forman dos filas. El primer estudiante de cada fila levanta un marcador o tiza y corre para ponerle el acento a una palabra. Luego regresa a la fila y pasa el marcador o la tiza al siguiente jugador. El juego continúa hasta que todas las palabras estén acentuadas correctamente. Si hay un error, guarde silencio y no declare el equipo ganador. El equipo que haya terminado debe mandar un representante para que encuentre y corrija el error en el pizarrón o la hoja.

Variaciones:

Puede simplificar o complicar el juego según los conocimientos de los estudiantes acerca de los acentos. Por ejemplo, puede limitar el juego a acentos agudos o puede incluir palabras agudas que no llevan acento escrito. También puede mezclar los tres tipos de acentos.



Key Points

- Teacher writes two lists of words on the board omitting the accent mark.
- Students are split into lines. First person in each line goes up to the board and places the missing accent mark.
- Students take turns until all words have been correctly completed.
- Teachers may vary difficulty by only including one accenting rule, or providing a mix of all three accenting rules.

DO:

Explain activity to participants.



Notes

Spelling Activity

48

Conocimiento de los grafonemas | Ortografía

GRA-45 Pares mínimos (Minimal Pairs)

Students will determine whether two words said aloud are identical or not.
Los estudiantes determinarán si dos palabras dichas en voz alta son iguales o diferentes.

Frecuentemente, las dificultades en ortografía se deben a la inhabilidad de distinguir ciertos sonidos. Hay unos sonidos que son muy similares—se producen en la misma parte de la boca y la posición de la boca es igual. A estos sonidos, los denominamos 'pares mínimos' porque son iguales con excepción de la vocalización (o sea, si las cuerdas vocales vibran o no al decir el sonido). Si un estudiante se confunde entre las letras en uno o más de los pares en la caja azul, es probable que no pueda distinguir la vocalización. En estos casos, es útil pedir a los estudiantes que pongan los dedos sobre sus cuerdas vocales para sentir si vibran o no al decir los sonidos. Al sentir la diferencia, el alumno puede elegir la letra correcta para escribir la palabra.

Se sugiere que usted empiece a trabajar con estos sonidos en aislamiento para que los estudiantes puedan desarrollar su habilidad de distinguirlos antes de pedirles que apliquen sus conocimientos a palabras.

Ejemplos:

Digan /p/. No vibran las cuerdas vocales. Ahora digan /b/. Las cuerdas vocales vibran. Entonces la diferencia entre los sonidos /p/ y /b/ es que usamos la voz para el sonido /b/ y no la usamos para el sonido /p/.

(+)	(-)
b	p
v	f
g	k
d	t

Variación:

Voy a decir unas palabras y ustedes me tienen que decir si estas palabras son iguales o diferentes.

1. pan/van
2. papa/papa
3. veo/feo
4. gato/gato
5. gara/cara
6. dos/tos
7. ti/di
8. tubo/tubo
9. beso/peso
10. ten/den



Key Points

- This activity helps students distinguish between often confused sounds.
- Students must place two fingers on their voice box and then are asked to pronounce certain letter pairs (i.e. /b/ and /p/).
- Students will discover that although their mouth placement remains the same for both sounds, one sound is voiced causing their vocal cords to vibrate, while the other one is unvoiced.

DO:

Explain activity to participants.



Notes



Key Points

Practice

49

Sample Second Grade Dictado Results

Word	Gabriel	Vanessa	Emileide	Nathan
1. sapo	sapo	sapo	zapo	sapo
2. debe	clide	dove	bide	bide
3. mamá	mama	mama	mamá	mama
4. fino	fino	fino	fino	fino
5. perro	bero	perro	perro	perro
6. gata	gata	gata	gata	gata
7. flores	fores	flores	flores	flores
8. alarma	ama	alarma	alara	alara
9. miedo	miedo	miedo	miedo	miedo
10. imanes	lmanes	lmanes	lmanes	lmanes

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DO:



Using their additional handouts, have participants analyze these students spelling results and complete the Spelling Class Summary Sheet. They may also complete a Spelling Chart for the neediest student if they wish.



Notes



Key Points



Notes

Questions & Answers

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If you have any further questions:

- contact the Tejas LEE team at tejaslee.info@times.uh.edu
- check for an answer online at www.tejaslee.org

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DO:

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