Título: Caminata de un cuento

Propósito: Identificar las diferentes partes de un libro

Guía de estudio de PreK/TEKS: (K.5); (1.5)

Materiales: Libros favoritos de los estudiantes
- Papel de cartulina
- Hoja del proceso de literatura compartida

Instrucciones:
- Muestre la portada del libro.
- Pregunte lo siguiente:
  - ¿Cuál es la portada, la carátula, el lomo y la contraportada?
- Recuerde que no todos los libros tienen carátula (cubierta o pasta).
- Distribuya papel de cartulina a los estudiantes.
- Pídales que doblen el papel por la mitad dejando una pulgada en medio para formar el lomo del libro.
- Pregunte lo siguiente:
  - ¿En qué lugar está escrito el título?
  - ¿Qué se encuentra en la portada?
  - ¿Qué se encuentra en la contraportada?
  - ¿Qué se encuentra en el lomo?
- Diga a los estudiantes que usen su papel de cartulina para las diferentes partes del libro usando el libro favorito de ellos.

*Use los materiales en el apéndice C, página 1, para esta actividad.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1). The student is expected to understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures.

T/NT: Identifying the parts of a book is a transferable skill, as well as distinguishing between the author’s role in a book from the illustrator’s role.

Materials: English books students enjoy hearing/using in class
- Butcher paper – 1 piece per student
- Crayons or markers

Strategic Framework for Connecting to English

- Show students a book.
- Ask different students to point to these parts of the book:
  - the front cover of the book
  - the title of the book
  - the author’s name
  - the back cover
- Demonstrate how students can create a “big book”. Have them fold the butcher paper in the shape of a book with about a 1” spine.
- Ask them what information is contained on the front cover of a book (title, author, illustrator, and artwork).
- Have students illustrate the cover their “big book” like their favorite book.
- Ask them what an author does. Tell students they will be the author of their “big book”. They write their name on the front cover at the bottom.
- Ask students what an illustrator does. Tell students the student next to them will be the illustrator of their book. Pair up students. The illustrator writes his/her name on their neighbor’s book.
- Ask students to think of a title for their book. Ask them to write their title in large letters on the front cover of their book, using invented spelling, if desired.
- Students write the title again on the spine of their book.
- Students use their “big book” to name the parts of the book the teacher indicates:
  - “What is this called?” (Point to the title of the book)
  - “What is this called?” (Point to front cover of the book)
  - “What does this tell us?” (Point to the author’s name).
  - “What does this tell us?” (Point to the illustrator’s name).
  - “What is this called?” (Point to the back cover).
Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the initial vocabulary is limited to two to three terms. As students become more familiar with the vocabulary and its meaning, the teacher can add more terms.
- Beginning students work with an intermediate English language learner using several books from the classroom library to name the parts of the book they have learned. Their partner helps confirm or correct the beginning student’s vocabulary.

Intermediates

- Students work in pairs to name at least four parts of the book using books found in their classroom: front cover, back cover, spine, author’s name, illustrator’s name or title page.
- Students demonstrate correct directionality, line sweep, and top to bottom of the page reading.

Advanced

- Use the strategic framework as is provided above.

Advanced High

- Challenge the students to work in pairs to identify six parts of a book using different books in the classroom.
- Challenge students to identify the following: a space; an illustration; where a word begins and ends; where a sentence begins and ends; a capital letter; a lower case letter; one word; two words; and, punctuation marks.
Comprensión
Comprensión auditiva
(LEER MAS, 2001)

Título: Hablar en secreto

Propósito: Desarrollar la comprensión auditiva

Guía de estudio de PreK/TEKS: (PreK 1); (K.1); (1.1)

Materiales: Láminas
Marcadores

Instrucciones:
• Escriba los secretos en las láminas con anticipación.
• Ponga a los estudiantes en un círculo.
• Dígales que usted le va a contar un secreto a un estudiante en el oído, y ese estudiante se lo va a contar a un compañero en el oído también.
• Explique que así se sigue, hasta que el secreto llegue al último estudiante.
• Pida al último estudiante que se ponga de pie y diga el secreto en voz alta.
• Usted dice si es el mismo secreto que empezó o si ha cambiado.
• Continúe con la actividad cuantas veces sea necesario.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3), as well as listen critically to interpret and evaluate (K-3), and to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

T/NT: Listening to and comprehending directions is a transferable skill.

Materials: Teacher-created sentences written on chart paper
Markers

Strategic Framework for Connecting to English

- Ahead of time, the teacher writes down three to five sentences on chart paper.
- Seat students in a circle.
- Tell them you will tell a student a “secret” in their ear. That student will tell the person next to him/her and each student tells the “secret” to their neighbor.
- The game continues until the “secret” reaches the last student in the circle.
- The last student stands up and says the “secret” he/she heard.
- The teacher reads the students her “secret.” Ask students: “Did we all hear the same ‘secret’?”
- Continue to play this game to reinforce auditory comprehension.

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the “secrets” contained simple language with which the students were familiar. The language should connect to the students’ experiences. The teacher could utilize a concrete object to reinforce the vocabulary used in the “secret”. This activity should be played in a small group.

Intermediates

- The teacher utilizes sentences that are more complex than a beginner’s but still limited in new English vocabulary. A small group setting is more appropriate than whole class grouping. Students play the game with each other. The student who begins the game tells the teacher the secret first, and then continues play with his/her group.
Advanced

• Use the strategic framework as is provided above.

Advanced High

• Each student creates their own “secret” utilizing adjectives in their sentences. Write the sentence on a half sheet of paper. At the end of play, students discuss the initial secret and the output that the last student provided. Students analyze where the communication possibly broke down. Students work together to clarify vocabulary or pronunciation, as needed.
Conocimiento de la letra impresa
(LEER MAS, 2001)

Título: La ruleta evaluadora

Propósito: Reconocer las diferentes partes de un libro

Guía de estudio de PreK/TEKS: (K.5); (1.5)

Materiales: Un libro para cada estudiante
            Proyector
            Ruleta evaluadora

Instrucciones:
• Haga una transparencia de la ruleta evaluadora.
• Tire el marcador en la ruleta evaluadora.
• Donde caiga el marcador, los estudiantes le enseñarán la parte del libro que corresponde.

*Use los materiales en el apéndice C, página 2, para esta actividad.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

T/NT: Identifying the parts of a book is a transferable skill.

Materials: A book for each student
     Overhead projector
     Book Concepts Spinner Activity Page #1

Strategic Framework for Connecting to English

- Make a transparency of the spinner provided.
- Spin the spinner.
- The spinner lands on a part of the book. Students use their book to point to the part of the book indicated on the spinner.

Differentiated Instruction Based on TELPAS

Beginners

- Cover three sections of the spinner: the back cover, the title page, the spine. Introduce the remaining three terms for parts of the book. Students practice using the three new vocabulary words by playing the game with the spinner.
- Once the first three terms have been mastered, teacher introduces three additional terms. Students practice the three new terms by playing the game with the spinner using only the three new vocabulary words presented.

Intermediates

- Before using the strategic framework above, be sure to introduce and anchor essential vocabulary in English for the students.

Advanced

- Use the strategic framework as is provided above.

Advanced High

- Challenge the students to create a new spinner and add new terms for other parts of the book: table of contents, index, glossary, dedication page, etc.
Suggestion: As a transition activity, ask each student to name the part of the book to which the teacher points. After a correct response, the student may line up or go to their table/learning center, etc. Ensure beginning students are only asked book parts for which they have learned the new vocabulary in English.
Título: Las rimas infantiles me divierten

Propósito: Desarrollar el habla, identificar palabras que riman

Guía de estudio de PreK/TEKS: (PreK 1, 2, 3, 4); (K.1, K.8, K.10); (1.1, 1.11, 1.13)

Materiales: Libros de rima (por ejemplo, Verso sobre verso) o Una canción con rima (por ejemplo, “El patio de mi casa”) en una cartulina

Instrucciones:
• Use un libro de rimas o canción con palabras que riman para ayudar a los estudiantes a desarrollar el concepto de la rima.
• Explique claramente a los estudiantes cuáles son las palabras que riman.
• Diga:
  —Las palabras que riman tienen sílabas al final de la palabra que suena igual o casi igual. —Por ejemplo, chana/rana, gata/pata, juego/fuego, pana/lana.
• Ayude al estudiante a practicar palabras que riman con un juego dirigido por usted.
• Diga:
  —Ahora vamos a ver cuáles de estas palabras que riman pueden identificar.
• Pregunte:
  —¿Por qué riman estas palabras?
  —¿Qué oyes al final de esta palabra y al final de esta otra?
• Escriba en una cartulina la canción El patio de mi casa para ayudar a los estudiantes a identificar las palabras que riman; estirar/pasar; vendía/sandía; atrás/tras; sandía/día, etc.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

T/NT: Developing oral language and rhyming are transferable skills.

Before This Activity: Students should have been given multiple opportunities to chant/sing/recite nursery rhymes, songs, poems or text from predictable books.

Materials: Nursery rhymes such as “Humpty Dumpty”, “Ten Little Monkeys”, “The Itsy Bitsy Spider”, or “I’m a Little Teapot”
Dr. Seuss rhyming books such as “The Cat in the Hat” or “Hop on Pop”
Concrete objects that rhyme

Strategic Framework for Connecting to English

- Use a nursery rhyme to assist students in developing the concept of rhyming.
- Give students concrete examples of rhyming words, preferably words with which they are already familiar using realia.
- Say “Words that rhyme have the same ending syllable that makes the same sound or almost the same sound. For example: ice and dice, head and bed, pet and net, boy and toy.”
- Lead this activity to help the students practice rhyming words.
- Say “Now, let’s see which of these words rhyme.”
- Say two of the words given above that rhyme. Ask the student: “Why do these words rhyme?” “What sound does this word make at the end? What sound does this other word make?”
- Repeat the nursery rhyme together orally.
- Continue to find more rhyming words using different nursery rhymes.

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English use an illustrated chart of a simple nursery rhyme, like Humpty Dumpty. Using the picture cards on Activity Pages 8 and 9, several students act out the nursery rhyme, while wearing cards illustrating the key vocabulary in the rhyme: wall, fall, again. The teacher recites the rhyme but omits the last word. The remaining students fill in the missing word of each
line. After chanting two lines from the rhyme, the teacher asks the students to identify the two words that rhymed. Repeat with the remainder of the rhyme as students continue identifying pairs of rhyming words. Repeat this activity so all students have an opportunity to act out the rhyme.

Intermediates

- Students play a matching game using the picture cards in Activity Pages 1 – 7 attached. Students place all the cards in several rows with the picture facing up. In turn, students match two picture cards that rhyme. If the cards rhyme, the student keeps the pair of cards. Play continues with the next student until all the rhymes have been matched.

Advanced

- Use the strategic framework as provided above.

Advanced High

- Students listen to the teacher read two pages of a Dr. Seuss rhyming story while students observe the illustrations. Students identify the rhyming words contained in that part of the story. Likewise, the teacher can read one verse of a longer nursery rhyme. Students identify the pairs of rhyming words after each verse is recited.

- Challenge students to come up with a new pair of rhyming words for the nursery rhyme to create a “silly rhyme”. For example, the teacher begins the rhyme and the students fill in the last word of each line with rhyming words.

  For example:
  “Ten little monkeys jumping on the ped, one fell off and bumped his sed”.

  “Ten little monkeys jumping on the ped, one fell off and bumped his sed”.

Vocabulary for Rhyming Picture Cards

<table>
<thead>
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<td>kite</td>
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Lenguaje oral
(LEER MAS, 2001)

Título: El oso preguntón

Propósito: Desarrollar el lenguaje oral, leer, discutir detalles del cuento y secuencia de eventos

Guía de estudio PreK/TEKS: PreK (1, 3, 4); (K.1, K.3, K.8, K.10); (1.1, 1.11, 1.13)

Materiales: El libro ¿Oso Pardo, Oso Pardo, qué ves ahí? por Bill Martin, Jr.
Goma de pegar
Crayones
Tijeras
Página del apéndice para hacer títeres
Palitos (popsicle sticks)

Instrucciones:
• Lea el cuento a los estudiantes.
• Converse con los estudiantes acerca de los acontecimientos ocurridos en la historia.
• Los estudiantes colorean, cortan y pegan los dibujos de los animales del cuento en palitos para hacer títeres.
• Pida a los estudiantes que narren el cuento en secuencia usando los títeres de papel para dramatizar los eventos del cuento.
• Pida a los estudiantes de primer grado que comparen los animales del cuento con los animales reales.

Sugerencia: Los estudiantes también pueden crear un cuento nuevo usando diferentes personajes originales.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding and interpretation. They will also participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.

T/NT: Retelling a story is a transferable skill as well as the process of comparing and contrasting characters in a story.

- Activity page #1
- Activity page #2
- Glue
- Scissors
- Crayons
- Popsicle sticks

Strategic Framework for Connecting to English

- Point out the cover art and title of the story to the students.
- Ask them if they remember hearing this story in Spanish.
- Read aloud the selected story to the students.
- Review with the students the similarities between this story and the story in English.
- Use Activity Page #1 and popsicle sticks to create stick puppet characters of the story.
- Prompt the students to retell the story using their stick puppets while the teacher rereads it.
- Pair up students heterogeneously to retell story to each other with their stick puppets.

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the names of the animals are introduced. Students could work in small groups with an intermediate student to name the stick puppets using the correct vocabulary.
Intermediates

- Before using the strategic framework above, be sure students have mastered the names of all of the animals in English in the story. Students can retell the story in small groups practicing the use of correct vocabulary, appropriate intonation and inflection.

Advanced

- Use the strategic framework as is provided above.

Advanced High

- Challenge the students to work in pairs to change the characters in the story. For example, the characters can be classmates, family members or people who work at their school (connect to the student’s experiences).
- Use Activity Page # 2 to illustrate the new characters in the story.
- Use new stick puppets to tell the new story orally to the class.
- Describe similarities and differences among the characters in the new story.
Título: ¿Qué no va?

Propósito: Distinguir palabras que riman de las que no riman

Guía de estudio PreK/TEKS: (PreK 2, 5); (K.6); (1.6)

Materiales: Tarjetas de dibujos cuyos nombres riman

Instrucciones:
- Acomode tres tarjetas en el tarjetero. Dos de los dibujos riman y uno no.
- Nombre los dibujos y pregunte a los estudiantes cuál es la tarjeta que no rima.
- Siga la actividad usando otros ejemplos de dibujos que se encuentran en el apéndice:
  - ala   casa   masa
  - pelo  cielo  pato
  - cama  rama  luna
- Esta actividad es más apropiada para prekindergarten y el primer semestre de kindergarten.

Sugerencia: Se puede usar objetos concretos (rhyming tubs) para estudiantes de prekindergarten y kindergarten.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce rhyming words and distinguish rhyming words from non-rhyming words.

T/NT: The skill of rhyming is a transferable skill.

Materials: Picture cards from activity pages 1 through 7
Pocket chart

Strategic Framework for Connecting to English

- Review the names of the pictures for all the cards used.
- Repeat this procedure as students say the names of the pictures.
- Place three picture cards in the pocket chart, two of which rhyme.
- Name the three pictures for the students aloud.
- Ask the students to select the picture that does NOT rhyme with the other two.
- Continue this activity using the picture cards contained in Activity Pages 1 through 7.

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the teacher works with a small group of students. The teacher models rhyming using concrete objects. The students are encouraged to repeat the names of the objects, and then select those that rhyme (rather than the non-rhyming object).

Intermediates

- Before using the strategic framework above, be sure students have mastered the names of all the picture cards. The teacher will model correct pronunciation and correct any variations. Students select the picture that does not rhyme with the other two pictures.

Advanced

- Use the strategic framework as provided above.
Advanced High

- Students to name the picture cards themselves. Each student decides which picture does not rhyme with the remaining two pictures.
- Challenge students come up with new words that rhyme and illustrate their own cards to play the game with their peers. They include pictures of words that do not rhyme.
### Vocabulary for Rhyming Picture Cards

| Page 1 |   |   |
|--------|---------------|
| goat   | wall          |
| light  | fox           |
| cat    | mop           |

| Page 2 |   |   |
|--------|---------------|
| mouse  | bell          |
| cone   | man           |
| star   | pie           |

| Page 3 |   |   |
|--------|---------------|
| spoon  | snail         |
| chair  | house         |
| mail   | fruit         |

| Page 4 |   |   |
|--------|---------------|
| well   | bone          |
| can    | moon          |
| bear   | boot          |

| Page 5 |   |   |
|--------|---------------|
| ball   | wing          |
| eye    | car           |
| socks  | two           |

| Page 6 |   |   |
|--------|---------------|
| shoe   | bee           |
| sun    | box           |
| ring   | tree          |

| Page 7 |   |   |
|--------|---------------|
| drop   | sleep         |
| bun    | hat           |
| kite   | boat          |
Conocimiento fonológico
Rima
(LEER MAS, 2001)

Título: Rimas incompletas

Propósito: Identificar palabras que rimen

Guía de estudio de PreK/TEKS: (PreK 2, 5); (K.6); (1.6)

Materiales: Poemas
Rimas

Instrucciones:
• Repase oralmente poemas o rimas que la clase haya aprendido.
• Repita el poema omitiendo la palabra que rima y permita que el estudiante complete la oración.
  Ejemplo:
  —¿Qué te pasa ______? (El estudiante completa diciendo CALABAZA.)
  —Nada, nada _______. (El estudiante dice LIMONADA.)
• Continúe usando otros poemas o rimas
  —Te conozco __________. (El estudiante dice MOSCO.)
• Esta actividad es más apropiada para prekindergarten y el primer semestre de kindergarten.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce rhyming words and distinguish rhyming words from non-rhyming words.

T/NT: Identifying words that rhyme is a transferable skill.

Materials: Poems
Nursery Rhymes

Strategic Framework for Connecting to English

- Review a poem or nursery rhyme students have learned in class.
- Recite the poem/rhyme aloud omitting the rhyming word and ask a student to say the rhyming word that is missing.
  
  Example: Humpty Dumpty sat on a _____ (The student says “wall”).
  
  Humpty Dumpty had a great _____. (The student says “fall”).
- Continue this activity orally with the next student, or other familiar poems or nursery rhymes.
  
  The eency weency spider went up the water ______ (The student says “spout”).
  
  Down came the rain and washed the spider _____ (The student says “out”).

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the teacher uses a visual, such as a poster of the poem/nursery rhyme, while the students recite it. The students recite the poem/rhyme together. On subsequent recitations, students say the rhyming words slightly louder to draw attention to them.

Intermediates

- At this level, students are able to complete a greater number of rhyming words in the poem/nursery rhyme than their beginning peers. Encourage students to complete as many of the rhyming words for the poem/nursery rhyme as possible.

Advanced

- Use the strategic framework as is provided above.
Advanced High

- Challenge the students to create a list of rhyming words related to a specific theme, for example, their school. Students create their own poem/rhyme using words from their list. Recite the rhyme for the class.
Comprensión
Comprensión auditiva
(LEER MAS, 2001)

Título: Seguir instrucciones en voz baja

Propósito: Desarrollar la comprensión auditiva

Guía de estudio de PreK/TEKS: (PreK 1, 3, 4, 8, 10); (K.1)

Materiales: Ejemplos de instrucciones

Instrucciones:
• Explique a los estudiantes que van a tener que poner mucha atención porque usted les va a dar instrucciones en voz baja.
• Dé una instrucción a un estudiante en voz baja.
• Pida al estudiante que siga las instrucciones que usted le indico.
• Continúe hasta que cada estudiante en su grupo haya tenido la oportunidad de participar.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3), as well as listen critically to interpret and evaluate (K-3), and to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

T/NT: Listening to and comprehending directions is a transferable skill.

Materials: Activity Page # 1

Strategic Framework for Connecting to English

- Explain to the students they will have to pay close attention and listen very carefully for this game because you will be giving them directions in a very quiet, low voice.
- Give one student a directive in a quiet, low voice using the examples from the activity page.
- Ask that student to do what you asked of him/her.
- Continue the activity until all students have had an opportunity to participate.

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the directions are simple and contain words with which they are already familiar, such as the names of their classmates or school supplies. For example:
  
  “Give me your pencil.”
  “Pick up Ayleen’s book.”
  “Stand nex to Kaylee.”

Intermediates

- Students will be given two step directions. For example:
  “Pick up the paper and bring it to me.”
  “Clap twice and stand up.”
  “Jump three times and walk to the door.”
Advanced

- Use the strategic framework as is provided above.

Advanced High

- Give students instructions with three or more steps. Use language the students have already mastered. For example:
  
  “Take out your book, turn it to the first page, and tell me what you see.”
  “Go to the door, open it and then close it.”
  “Turn on the water, pretend to wash your hands, turn off the water.”
Activity Page # 1

One Step Directions
• Please give me the glue.
• Please give me a book.
• Please move your hand.
• Please move your foot.

Two Step Directions
• Please go to your backpack and take out your book.
• Please pick out three books and take them to your table.
• Please take Steve this paper and bring me his folder.
• Please go to the board and write your name.

Three Step Directions
• Take out your backpack, put three books in it, and sit on the floor.
• Return this book to the shelf, get a marker board, and come to the math center.
• Write your name on this paper, draw a picture of your family, and bring it to me when you’re finished.
• Sharpen this pencil, give it to Andrea, and get Christián’s old pencil.
Conocimiento de la letra impresa
(LEER MAS, 2001)

Título: Sigue el camino

Propósito: Reconocer que lo impreso se lee de izquierda a derecha

Guía de estudio de PreK/TEKS: (PreK 6); (K.5); (1.5)

Materiales: Un carrito
Una página con texto

Instrucciones:
- Ponga la página con texto en el pizarrón.
- Escoja a un estudiante que vaya al pizarrón.
- Dígale al estudiante que use el carrito como señalador para indicar donde empieza y donde termina la oración.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to know that print moves left-to-right across the page and top to bottom (K-1).

T/NT: Left-to-right directionality as well as reading from top to bottom are transferable skills.

Materials: Big book with limited text on each page
   Toy car

Strategic Framework for Connecting to English

- Open the big book where all students can see it.
- Select a student to demonstrate the activity.
- The teacher points to a page in the book and tells the student to use the car to show everyone where the sentence begins, which way it goes, and where it ends.
- The student follows the sentence from the beginning word to the ending punctuation.

Differentiated Instruction Based on TELPAS

Beginners

- Anchor the vocabulary in English for this activity. Use a big book that contains only one sentence per page. Teacher models with a pointer to demonstrate the beginning of the sentence. Follow along to the end of the sentence, and tell students that part of the sentence is the end.

Intermediates

- To insure students understand the English vocabulary involved, students use pointers to indicate the place the teacher calls out:
  “Point to the beginning of the sentence.”
  “Point to the end of the sentence.”
  “What does the period tell us to do?”

Advanced

- Use the strategic framework as is provided above.
Advanced High

- Students use books that contain more lines of text per page to demonstrate their knowledge of directionality and return sweep.
- Students explain the use of the punctuation marks in the sentences.
Conocimiento fonológico
Rima

Título: Tarjetas rimadoras

Propósito: Identificar palabras que riman

Guía de estudio de PreK/TEKS: (PreK 2, 5); (K.6); (1.6)

Materiales: Tarjetas ilustradas cuyos nombres riman
Tarjeta con una carita feliz

Instrucciones:
• Este juego se va a jugar como «Old Maid.» Distribuya las tarjetas entre dos jugadores.
• Pida a los estudiantes que formen pares de tarjetas cuyos nombres riman y que las acomoden boca arriba a un lado de ellos.
• Pida a los estudiantes que se turnen tomando una tarjeta de las manos de su oponente y sigan formando pares.
• Explique a los estudiantes que el juego termina cuando la tarjeta con la carita feliz sea la última que se queda en manos de uno de los estudiantes.
• Esta actividad es más apropiada para prekindergarten y el primer semestre de kindergarten.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce rhyming words and distinguish rhyming words from non-rhyming words.

T/NT: The skill of identifying rhyming words is a transferable skill.

Materials: Twelve rhyming cards from Activity Pages 1 through 7
One happy face card

Strategic Framework for Connecting to English

- Teacher demonstrates how to play the card game “Old Maid” using one pair of students.
- Teacher deals all cards to two students to model the game.
- One student holds up their set of cards so their partner cannot see them.
- The second student draws a card from his/her partner’s set. If the card drawn rhymes with a card from this student, the pair is won by the second student. The student earns another turn. If not, play continues with the next student taking a turn.
- The first student draws a card from the second student’s set. If two of his/her cards rhyme, the pair is won by this student. The student earns another turn. If not, play continues with the first student taking a turn.
- The game is over when the happy face card is left over.
- The student with the greatest number of rhyming cards wins the game.

Differentiated Instruction Based on TELPAS

Beginners

- Teacher selects six simple rhyming cards for beginning level students. The students name the pictures on the cards. Shuffle the cards, and review the names again.
- Students determine if there are any rhyming pairs of cards after naming all the cards. If so, they say the words that rhyme.
Intermediates

- Before using the strategic framework above, be sure all students can name the selected picture cards in English. Use eight rhyming cards for this game plus the happy face card.

Advanced

- Use the strategic framework as provided above.

Advanced High

- Challenge three to four students to play the game and utilize all the cards. Students should name aloud each pair of rhyming cards they win.
- Students illustrate additional cards with pictures that rhyme.
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<td>fox</td>
</tr>
<tr>
<td>cat</td>
<td>mop</td>
</tr>
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<td>house</td>
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<td>mail</td>
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<td>bone</td>
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<td>tree</td>
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<td>hat</td>
</tr>
<tr>
<td>kite</td>
<td>boat</td>
</tr>
</tbody>
</table>
Conocimiento fonológico
(LEER MAS, 2001)

Título: ¡Un montón de palabras!

Propósito: Producir palabras que riman

Guía de estudio PreK/TEKS: (PreK 2, 5); (K.6); (1.6)

Materiales: Actividad oral -No se necesitan materiales adicionales.

Instrucciones:
• Explique a los estudiantes que las rimas son palabras que contienen los mismos sonidos finales y se oyen igual.
  Ejemplo: tío, mío riman porque terminan con “ió.”
  pato, gato riman porque terminan con “ato.”
• Explique a los estudiantes que también podemos producir palabras que riman sin sentido.
  Ejemplo: tío, mío, sío, bío riman porque terminan con “ió.”
• Forme un círculo con los estudiantes.
• Explique que van a escuchar una palabra producida por usted.
• Explique que, por turno, cada uno de ellos tiene que repetir la palabra y añadir otra palabra que rime no importa que la palabra no tenga sentido.
  Ejemplo: tío ... vío
• Explique, que el siguiente estudiante tiene que repetir las dos palabras dadas, y añadir una tercera.
  Ejemplo: tío... vío ... frío
• Siga el proceso hasta que le haya tocado un turno a cada estudiante y hayan acumulado, ¡un montón de palabras!
• Esta actividad es más apropiada para prekindergarten y el primer semestre de kindergarten.

Sugerencia: Para los estudiantes de prekindergarten y kindergarten, el maestro/a puede decir dos palabras y los estudiantes deben decir si riman o no riman.
ELPS: The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce rhyming words and distinguish rhyming words from non-rhyming words.

T/NT: The skill of rhyming is a transferable skill.

Before this Activity: Students should have had multiple opportunities to practice hearing rhyming words through read alouds, games, songs and poems in their native language, as well as in English.

Materials: This is an oral activity, so materials are not necessary.

Strategic Framework for Connecting to English

- Explain to students that rhyming words are those that have the same ending sound and they sound the same.
  - Example: Red and bed rhyme because they both end with the sound “ed”.
  - Ball and wall rhyme because they both end with the “all” sound.
- Explain to the students that we can also create nonsense words that rhyme.
  - Example: Siff, biff and liff rhyme because they all end with the sound “iff”.
- Seat students in a circle.
- Tell students to listen to the word you will say.
- Tell them they will take turns to say the word the teacher says and add another word that rhymes with it, even if it is a nonsense word.
  - Example: fit …rit
- Explain that the next student will hear a different word. The student has to say the word then add a new rhyming word.
  - Example: door ….for
- Continue the process until all students have taken a turn. You will end up with a bunch of words!

Differentiated Instruction Based on TELPAS

Beginners

- Students at the beginning level of English could benefit from this activity if the teacher says two words. The students hold up their thumb if the words rhyme, thumbs down if they do not rhyme.

Intermediates

- The teacher seats students in a circle on the floor and begins a game called “I’m Going to School”. The teacher explains the students repeat the teacher’s phrase.
They add another word at the end that rhymes with the teacher’s word. For example,

Teacher: “I’m going to school with my dog and my _____.

Student: “I’m going to school with my dog and my frog.”

The next student repeats the teacher’s phrase (with a new word) and adds a new real or nonsense rhyming word. Play continues as each student has a turn.

Advanced

- Use the strategic framework as is provided above.

Advanced High

- Challenge the students to name all the rhyming words he/she can think of for a particular word family.
  
  Example: “ed” word family – red, bed, med, sed, fed, etc.
  
  “at” word family – mat, sat, fat, hat, etc.
Reconocimiento de las letras  
(LEER MAS 2001)

Grados: PK-1

Título: Nombrando, identificando y ordenando el alfabeto

Propósito: Identificar y nombrar las letras del alfabeto

Guía de estudio de PreK/TEKS: (PreK 7); (K.7)

Materiales: Arco iris alfabetico
Letras mayúsculas y minúsculas de plástico, cartulina, esponja, madera, etc.

Instrucciones:
• Toque cada letra del arco iris al mismo tiempo que canta la canción del alfabeto.
• Utilice la canción que comúnmente usan en su salón de clase, por ejemplo: El abecedario por Alma Flor Ada.
• Explique a los estudiantes que hay un orden a seguir de izquierda a derecha, no se permite saltarse letras. Enseguida de esta explicación, los estudiantes van a parear cada letra impresa con las letras de plástico.
• Pida a los estudiantes que doblen el arco iris para señalar el principio, la mitad y el final del alfabeto.
• Pida a los estudiantes que usen el arco iris de letras mayúsculas y que las pareen con las letras minúsculas de plástico (y viceversa.)
• Pídales que identifiquen las vocales.
• Pregunte:
  − ¿Cuál letra se encuentra en medio de la A y de la C?
  − ¿Cuál letra sigue después de la J?
  − ¿Cuál letra se encuentra antes de la S?

Sugerencia: Use el arco iris que su distrito utilice.
ELPS: K.20/1.27 Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and in all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);

(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);

T/NT: Recognizing, naming letters, learning sound symbol relationship and directionality are transferable skills.

Materials: Alphabet Arc
Set of 3-D letters for each student. You can also use letters made of wood, sponge, or cardstock
A popular ABC song on tape

Strategic Framework for Connecting to English

- Show students the Alphabet Arc while you sing an ABC song.
- Follow the same process you did on identifying the Spanish letters.
- Work on names and sounds of the English alphabet. It is recommended that recognizing and naming letter activities be part of every day’s language arts lesson, for 5-7 minutes.

Differentiated Instruction Based on TELPAS

Beginners

- Introduce the English words for arc, alphabet, letters, uppercase, and lowercase.
- Use TPR method and invite students to say the words after you show the concrete objects for the taught vocabulary.
- Place the objects in one of your centers for students to practice the learned language with a partner.

Intermediates
• Use the ABC song tape in the listening center for students to sing the song and then to match the 3-D set of letters to alphabetic arc.

Advanced

• Discuss with students directionality left to right, beginning, middle and end.
• Count with the group the number of letters in the English alphabet.
• Identify the 3 beginning letters of the alphabet, the 3 middle letters and the 3 last letters. All of these letters will be displayed on the arc.
• Encourage students to name and place them.

Advanced High

• Invite students to touch and name the letters in the alphabet arc.
• Discuss the differences and similarities between the Spanish and English alphabet.
• Ask:
  – Which letter is between A and C?
  – Which letter comes after J?
  – Which letter comes before S?
  – Which letter does Paul’s name start with? Students name and place the letters rapidly on the arc.

NOTE: The speed with which young children can name letters, numbers, objects, and colors is a strong predictor of later reading ability. (Wolf, Bally, & Morris, 1986; Wolf & Obregon, 1992)