Reconocimiento de las letras / Reconocimiento de palabras
(LEER MAS 2001)

Grados PK-1

Título: Jugando a ordenar letras

Propósito: Practicar orden alfabético (PreK-1) con palabras (K-1)

Guía de estudio de PreK/TEKS: (PreK 7); (K.1); (1.7)

Materiales: Tarjetas hechas en cartulina y laminadas
Marcador permanente

Instrucciones:
• Decida de acuerdo al nivel de los estudiantes, o de su objetivo, si usará tarjetas con letras o palabras.
• Haga tarjetas suficientes para todos los estudiantes. Asegúrese de que estén conectadas en secuencia.
• Entregue una tarjeta a cada estudiante. Seleccione anticipadamente la primera tarjeta para aquel estudiante que empiece el juego.
• Diga: −Yo tengo la letra a, ¿Quién tiene la letra b? — Entonces el estudiante con esa letra pasa adelante. Ese estudiante lee su tarjeta y llama al siguiente.
• Si está usando palabras, diga: −Tengo la palabra abeja, ¿Quién tiene la palabra boca? Entonces el estudiante con esa palabra pasa adelante. Ese estudiante lee su tarjeta y llama al siguiente.

Sugerencia: Para un nivel más elevado de estudiantes, el juego se puede variar utilizando una madeja de estambre para ir construyendo una telaraña de acuerdo a las letras que se vayan nombrando y de dónde esté ubicado el estudiante. Puede haber un estudiante encargado de ir moviendo la madeja.

Direcciones: Diga o lea lo que dice la tarjeta.
Yo tengo la letra ________.
¿Quién tiene la letra ________?

Yo tengo la palabra ________.
¿Quién tiene la palabra ________?

Yo tengo la palabra ________ que empieza con la letra ______.
¿Quién tiene una palabra que empiece con la letra ______?
Recognizing Letters and Words

Grades: PK-1

ELPS: K.17/1.24 **Second language acquisition/learning strategies.** The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

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

(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);

(H) use print from the environment to derive meaning (K-8/ESL);

T/NT: The skill of recognizing letters and words is transferable. Each language has its own set of letters and its own special words for students to learn at each particular grade level.

Materials: Word wall
Set of plastic letters or laminated individual letters from handouts 1-3
Pointer, permanent marker
I have… who has…? cards from handout 4

Strategic Framework for Connecting to English

- Show to your students the letters from the word wall or from an alphabet strip.
- Say: **Here is the English alphabet.**
- Sweep pointer across the letters and continue saying:
  We read and spell with the letters in the alphabet. Please help me find out how many letters are in the alphabet.
- Touch each letter as you count them with your class. Continue counting even if the students stop counting. After that say:
There are 26 letters in the English alphabet.

- Show the plastic letter A and ask students to name it.
- Ask: **Who can find this letter on the word wall?**
  
  Please come up and point to it.

Who can find the letter that comes after ___?

Please come up, point to it and name that letter.

Find the letter that comes before ____ and name it.

- Continue in this way for several days until the students do this activity automatically.

**Differentiated Instruction Based on TELPAS**

**Beginners**

- Work with 2 students’ name written on a sentence strip or card.
- Say the student’s name and invite students to repeat it.
- Identify each letter that makes that name.
- Place the card name on the word wall according to the beginning letter.
- Help students find the same initial letter or name around the room.

**Intermediates**

- Choose one student to point letter C on the word wall.
- Ask student to continue naming letters up to and including G.
- Continue with one student at a time changing the letters they must identify.

**Advanced**

- Show few letters to the students, they will say the name of the letter.
- Invite one student to come up in front of the classroom and imitate what you did.

**Advanced High**

- Call students attention to the word wall and encourage them to identify few words that are displayed on it. They will say the word and the letters that make that word.
Handout # 1

Directions: Name each letter.
Handout # 2
Directions: Name each letter.
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>i</td>
<td>j</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
</tr>
</tbody>
</table>
Handout #3

Directions: Say the letter’s name and sound.

A B C D
E F G H
I J K L
M N O P
I have, who has?

Directions: Say the letter/word you have. Then, ask who has the letter/word that follows.

I have the letter ________.
Who has the letter ________?

I have the word _________.
Who has the word _________?

I have the word _________ which starts with the letter _____.
Who has a word that starts with the letter_____?
Reconocimiento de las letras y sonidos
(LEER MAS 2001)

Grados PK-1

Título: Letra inicial de los nombres

Propósito: Identificar la letra o sonido inicial.

Guía de estudio de PreK/TEKS: (PreK 7); (K.5, K.7)

Materiales: Cartulina para reproducir el patrón de rompecabezas
Marcadores

Instrucciones:
• Escriba una lista de los nombres de los estudiantes de la clase.
• Escriba la letra inicial del nombre de cada estudiante de la clase en la pieza más pequeña del rompecabezas y el resto del nombre en la pieza más grande.
• Corte el rompecabezas.
• Pida a cada estudiante que cante un versito para completar su palabra.

Ejemplo: El estudiante dice:
− Mi nombre comienza con “a” (el estudiante levanta la pieza que tiene la "A").
− Termina con /na/ (el estudiante levanta la pieza que tiene “na”).
− Junto las 2 piezas y dice /Ana/ (el estudiante junta las piezas para completar "Ana").
Attending to initial letters in names

Grades: PK-1

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:

(B) 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);

(D) Participate in shared reading. (K-8/ESL);

(H) use print from the environment to derive meaning (K-8/ESL);

T T/NT: The identification of initial letters and sounds is transferable. Each language has its unique sound for each letter. Pay attention to students’ development of both languages because for few students the sounds of letters in two different languages could be confusing.

Materials: Students’ names in cards
Markers, scissors

Strategic Framework for Connecting to English

- Say: I am going to write _____ (Cathy)’s name.
- I see these letters in _____ (Cathy)’s name? (Name the letters as you write the word)
- What’s the initial letter?
- Do 2-3 names per day. Say: Now, I will cut the initial letter on each name. Please tell me the name and sound this initial letter makes.
- Invite the students to come to the front, put together the 2 parts in their name and say the initial letter and sound.
Differentiated Instruction Based on TELPAS

Beginners

- Show to students some words and let them see what part is the beginning.
- Ask them to point to the beginning or initial letter.
- Say the letter name in English and ask the students to repeat it after you.

Intermediates

- Say one of the students’ names and invite the rest of the group to repeat it.
- Ask: **What letter does ____ (Pedro)’s name start with?**
- Say: **Please watch me write Pedro’s initial letter on the board**
- Say the student’s name and the initial letter as you write it 3 times.  
  **Pedro, p, p, p. (letter name). This is the way we write this letter.**
  **This is the name for this letter P, and this is the sound it makes /p/ /p/**  Now I want you to try. Please write this letter on the table using your index finger. Say the name of the letter and the sound it makes.
- Write the initial letter of 2-3 more names.

Advanced

- Read with the children 2-3 words from the word wall.
- Identify with them the initial letter in each word.
- Help students find the same initial letter around the room. They must say the letter name and the sound it makes.

Advanced High

- Tell to the students an alliteration using their name. Per instance: **Pedro puts peas and peanuts in a pot.**
- Ask them: **What initial sound do you hear in this sentence?** Let’s write the letter that makes that sound.
- Write the letter with them on the air and say the sound.
- Show the student’s name on a card and focus on the initial letter name and sound.
Susi sings seven songs on Sundays.

Tom took ten tables to Texas.
Grados K-2

Título: Dividiendo palabras por sílabas – al principio

Propósito: Identificar las sílabas al principio de las palabras

Guía de estudio de PreK/TEKS: (K.7); (1.7)

Materiales: Tarjetas o cartulinas para hacer tarjetas
Dibujos
Marcadores para pizarrón blanco (borrables)
Hoja de trabajo # 1

Instrucciones:
• Explique a los estudiantes que al lado de cada dibujo hay una palabra a la cual le falta una parte.
• Pida al estudiante que diga el nombre del dibujo y escriba la sílaba que completa la palabra. Hoja de trabajo # 1 (foca, nido, águila, dados)
• Lea libros, poemas, canciones e identifique algunas de esas palabras.
• Pida a los estudiantes que le ayuden a encontrar las palabras alrededor del salón

Sugerencia: Este ejercicio se puede hacer oralmente para practicar primero.
Direcciones: Mira el dibujo, di el nombre del dibujo y escribe la sílaba que completa la palabra.

- _ _ ca
- _ _ do
- _ guila
- _ _ dos
Recognize pictures and words focus on initial letters and sounds

Grades: K-2

ELPS: K.17/1.24/2.21. Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

K.20/1.27/2.24 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 student is expected to:

(C) 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);

(H) use print from the environment to derive meaning (K-8/ESL);

T/NT: Each language has special words for students to recognize at each grade level. The process of recognizing initial sounds and sounds; pictures and words is transferable when students are learning how to read.

Materials: Pictures of people, classroom items, shapes, numbers, colors, animals, etc
Plastic letters, poems, songs, big books
Worksheets # 1-3

Strategic Framework for Connecting to English

- Show to students 3 to 5 pictures.
- Ask students to name the pictures and to watch you write in front of them the word that corresponds to each picture.
- Touch the word as you go back and read it.
- Make students aware that what we say, we can write, and what we write we can read.

Differentiated Instruction Based on TELPAS

Beginners

- Show the pictures and ask the students to repeat the words after you.
- Notice the initial sounds in each word by saying something like this:
The word is circle, circle /s/ /s/ /s/

The word is triangle, triangle /t/ /t/ /t/

- Help the students to say the sounds individually.

Intermediates

- Make and break 2-3 words with plastic letters. Break one word several times.
- Say: These are the letters that make the word ______ (pig)
- Show how the letters i, g, p make that word.
- Break the word and ask: Who can come up and put the word _____ (pig) together?
- Use worksheet #1 (dog, cat, fox, mouse). The students write the initial letter.

Advanced

- Give to students worksheet #2
- Say: My word is giraffe. Point to the picture of the giraffe. Write the beginning letter to complete that word.
- Monitor students’ work and invite them to come to the overhead to show to the group what letter they have written.

Advanced High

- Give worksheet #3 to this group. (boy, girl, paper, dice)
Animals

**Directions:** Look at the pictures. Write the initial letter for each word.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
Worksheet # 2

Nombre ______________________________ Fecha ____________

Animals

**Directions:** Look at the pictures. Write the initial letter for each word.

<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giraffe</td>
<td>_____ iraffe</td>
</tr>
<tr>
<td>Snake</td>
<td>_____ nake</td>
</tr>
<tr>
<td>Horse</td>
<td>_____ orse</td>
</tr>
<tr>
<td>Elephant</td>
<td>_____ lephant</td>
</tr>
<tr>
<td>Lion</td>
<td>_____ ion</td>
</tr>
<tr>
<td>Pig</td>
<td>_____ ig</td>
</tr>
<tr>
<td>Cow</td>
<td>_____ ow</td>
</tr>
<tr>
<td>Spider</td>
<td>_____ pider</td>
</tr>
</tbody>
</table>

LEER MAS 22
Worksheet # 3

Directions: Look at the pictures. Write the first two letters that complete the word. Then, draw the pictures in your journal and write a sentence using that word.

- _ _ y
- _ _ rl
- _ _ per
- _ _ ice
Relación entre las letras y los sonidos
Reconocimiento de palabras
(LEER MAS 2001)

Grados K-2

Título: Dividiendo palabras por sílabas – al final

Propósito: Identificar las sílabas al final de las palabras

Guía de estudio de PreK/TEKS: (K.7); (1.7)

Materiales: Tarjetas o cartulinas para hacer tarjetas
Dibujos
Marcadores para pizarrón blanco (borrables)
Hoja de trabajo # 1

Instrucciones:
- Explique a los estudiantes que al lado de cada dibujo hay una palabra a la cual le falta una parte.
- Pida al estudiante que diga el nombre del dibujo y escriba la sílaba que completa la palabra.

Sugerencia: Usted puede hacer este ejercicio oralmente para practicar primero.
Hoja de trabajo # 1

Nombre ____________________________________  Fecha ____________

Direcciones: Mira el dibujo, di el nombre del mismo y escribe la sílaba que completa la palabra.

- me___
- ra ___
- va ___
- teléfo___
- jau___
Grades: K-2

ELPS: K.17/1.24/2.21 **Second language acquisition/learning strategies.** The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

K.20/1.27/2.24 **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 student is expected to:

(D) 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);

(H) use print from the environment to derive meaning (K-8/ESL);

T/NT: Print awareness, and to focus on rhyming words is transferable. Songs and games make the learning fun at any age. Rhyming words is mastered by repetition.

Materials:  A teapot real or paper
Worksheet # 1 I’m a little teapot song on chart or transparency
Cassette with the song
Nursery rhymes on tape, books with rhymes.

Strategic Framework for Connecting to English

- Gather children in a circle.
- Show a teapot and talk about the words **short** and **stout.** Contrast short with tall.
- Show pictures of stout objects or people; contrast with thin objects or people.

Differentiated Instruction Based on TELPAS

Beginners

- Teach the song movements.
- Say: **I’m a little teapot, short and stout,** Bend your knees and raise your hands over your head to look like a teapot.
  **Here is my handle, here is my spout.**
- Form a handle with one hand on your hip and the other arm out to form the spout.
When I get all steamed up, hear me shout,
Tip me over and pour me out.

- Tip over on one foot, leaning to the spout side.

Intermediates

- Show the game: Who has the teapot? Students seat in a circle with their hands on their back and teacher walks around and places the paper teapot in somebody’s hands. Students have to guess who has the teapot.
- Ask: Who has the teapot? Students answer by saying Robert has the teapot.

Advanced and Advanced High

- Lead students in touching the tip of a pencil, a pen, or their noses. Have them touch the tips of their finger. 2. Lead students in tipping on one side. 3. Set up a scene in which a student is a waiter and serves you some food. Give the waiter some money and say: “This is your tip.” 4. Have students work together to build a castle out of blocks. As they are working give them suggestions for improving their work or making it easier. The teacher gave students tips for building a better castle.
- Make students aware of the different meaning for the word TIP
- Show the song on chart and read the words.

Advanced High

- Show the song on chart and read it aloud.
- Explain that there are some rhyming words in the song.
- Name and point to the word stout. Name and point to the word spout.
- Ask the children to repeat after you: stout, spout.
- Explain that stout and spout rhyme because they both end in out.

Note: Many students who are ELL need to become familiar with traditional songs and nursery rhymes.
Directions: Repeat after the teacher.

I am a Little Teapot

I am a little teapot,
short and stout.

Here is my handle,
here is my spout.

When I get all steamed up,
hear me shout,

Tip me over and
pour me out.
Worksheet # 2
More rhyme games

Directions: Repeat after the teacher.

Two little blackbirds sitting on a hill,
One named Jack, the other named Jill.

Fly away, Jack! Fly away, Jill!
Come back, Jack! Come back, Jill!
Expresión escrita
(LEER MAS 2001)

Grados PK-3

Título: El libro sobre mí

Propósito: Familiarizar a los estudiantes con la creación individual de párrafos o historias en forma escrita

Guía de estudio de PreK/TEKS: (PreK 7, 10); (K.15); (1.18, 1.19)

Materiales: Papel para escribir
            Carpeta
            Lápices, lápices de colores o crayones

Instrucciones:
• Diga a los estudiantes que la actividad que ellos van a realizar consiste en escribir o dibujar un libro sobre sí mismos.
• Comience la primera sección de escritura preguntando a los estudiantes cuáles son las cosas que más les gusta o disfrutan hacer como por ejemplo: colores favoritos, animales favoritos, actividades que les gusta realizar con su familia y con sus amigos, etc.
• Escriba todas las actividades que ellos dicen en una cartulina grande de modo que todos puedan leerla.
• Después de recopilar toda la información de los estudiantes, pídaleles que creen la primera página del libro.
• Explique a los estudiantes que en esta primera página deben escribir quiénes son ellos.
• Pídaleles que dibujen un autorretrato y que escriban su nombre debajo del retrato. Después, pídaleles que compartan sus retratos con los demás estudiantes de la clase.
• Saque la cartulina donde usted escribió las actividades que a los estudiantes les gusta hacer y léaselas con el objeto de darles la oportunidad de agregar o cambiar algo.
• Explique a los estudiantes que al día siguiente van a agregar otra página al “Libro sobre mí”.
• Pídaleles que elijan cualquier otra cosa de la lista, la cual está pegada en el pizarrón y pídaleles que comiencen a escribir o a dibujar lo que ellos quieran.
• Continúe así, de modo que los estudiantes vayan agregando una página o dos por día, sin sacar la lista de la pizarrón.
• Déles la oportunidad de compartir sus trabajos con los demás estudiantes de la clase.
Nombre ____________________________________ Fecha ____________

Direcciones: Dibuja tu autorretrato y escribe un libro sobre ti.

EL LIBRO SOBRE MI

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
ELPS: K.17/1.24/2.21/3.21  Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25/3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(2E, 3F) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

(2F, 3G) combine multiple sentences into a unified sentence (2-8/ESL);

(3A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (3/ESL)

T/NT: Produce an effective composition for a specific purpose is a transferable skill. The students will write to express, develop, and reflect on ideas.

Materials:
- Writing paper
- Pencils and crayons
- Transparency # 1

Strategic Framework for Connecting to English

- Create a meaningful shared experience that will help children have something to talk and write about. See transparency 1
- Support students’ learning by producing a chart or transparency similar to the one provided. Notice that the sentence starters are based on the students’ English level. Left side is simpler that right side.
- Read aloud books related to the topic to build a reservoir of familiarity with written text before you ask children to write.
- Remember the writing stages. Drawing is part of writing.

Differentiated Instruction Based on TELPAS

Beginners

- Ask students to write their name and draw a self-portrait.

Intermediates
• Model drawing and writing to express ideas about yourself.
• Ask students to draw a self-portrait and write 2-3 sentences for his/her book.

Advanced and Advanced High

• Model independent writing for children on the easel.
• Encourage children to start their pieces. Add one or two pages per day.
• Observe and comment on each child’s piece.
• Return to a piece of work day after day.
A Book About Me

I was born ... Some people I know are …

I live with... Some places I’ve been are …

I can ... Some of my favorite things are …
I like to ... Some things I’ve done are ...

Worksheet # 1

Name ____________________________________  Date _______________

Directions: Write your name, draw a self-portrait and create your book.

A BOOK ABOUT ME
Relación entre las letras y los sonidos
Reconocimiento de palabras
(LEER MAS 2001)

Grados K-2

Título: Búsqueda de palabras

Propósito: Ayudar a los estudiantes a reconocer y a leer palabras

Guía de estudio de PreK/TEKS: (K.5, K.7); (1.5, 1.7)

Materiales: Tarjetas con palabras de uso frecuente
Lista de palabras de uso frecuente

Instrucciones:
- Dé pistas describiendo una palabra.
  Ejemplo: — Veo una palabra con tres letras. Empieza con /s/ y termina con /n/. ¿Cuál es?
- Pida a los estudiantes que la encuentren y que la lean.

Sugerencia: En primer grado, los estudiantes la encuentran y la escriben.
### Palabras de uso frecuente

#### Lista 1

<table>
<thead>
<tr>
<th>un</th>
<th>a</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>la</td>
<td>mía</td>
</tr>
<tr>
<td>rojo</td>
<td>tú</td>
<td>el</td>
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<td>la</td>
<td>día</td>
<td>tres</td>
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<td>aquí</td>
<td>una</td>
<td>nosotros</td>
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<tr>
<td>las</td>
<td>pequeño</td>
<td></td>
</tr>
</tbody>
</table>
Palabras de uso frecuente

Lista 2

todo  |  este  |  allí  
quién |  nueva |  ahora 
otras |  hoy   |  todas 
bonita |  niña  |  otros 
pues  |  si    |  bonito
nuevo |  como  |  buena 
hay   |  ustedes |  con   
niño  |  todo  |  en 
casa  |  otra  |  papá  
no    |  gusta |  niñas 
ella  |  bueno |  pero 
todos |  esta  |  negro 
otro  |  también |  
amigo |  mamá  |  
bien  |  niños  |
Palabras de uso frecuente

Lista 3

alrededor  quién
porque  otra vez
sobre  gracias
hasta  ningún
por qué  cuando
anciano  desde
luego  muy
cuando  abierto
redondo  cómo
su  dónde
después  cada
algunos  solamente
sus  por qué
Recognizing Words

Grades: K-3

ELPS: K.17/1.24/2.21. **Second language acquisition/learning strategies.** The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

K.20/1.27/2.24/3.24. **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 student is expected to:

(E) 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);

(H) use print from the environment to derive meaning (K-8/ESL);

T/NT: The skill of recognizing words is transferable. Each language has its own High Frequency Words for students to learn at each particular grade level.

Materials: High Frequency words on cards. High Frequency words list Plastic letters, poems, songs, big books

Strategic Framework for Connecting to English

- Teach high frequency words according to students’ needs.
- Make and break some words with plastic letters.
- Ask: **Who can come up and put the word ______ together?**
Note: It is recommended that students start attending to 1-letter words, 2 letter words, and then move to 3 letter words and so on. Blending words with 2-3 sounds is easy for many students.

Differentiated Instruction Based on TELPAS

Beginners

- Write the words “I, a, at, yes” on the board.
- Say: *We use these words all the time. “I” is a very important word. Listen:*  
  
  I am your teacher. I am here to help you. I love to read. I like to play.
- Point to that word and ask the students to write that word on the air.
- Invite the students to identify the word “I” around the classroom, in books, poems and songs.
- Continue with “a” as a word.
- Give them examples of using this word: a book, a friend, a teacher, etc. Then continue with two letter words like is, in, at, an, on, no, etc., three letter words like you, one, red, are, etc.
- Create a little bank of words for students to read them in the centers, by themselves or with partners.

Intermediates

- Give to students HFW list # 1 and invite them to point to the words you read.
- Ask students to recognize few words and use them orally as well as in written sentences.

Advanced

- Give to children words from the high frequency words list.
- Flash the words in different order.
- Use poems, songs or big books to identify 3-5 high frequency words.
- Encourage students to practice the spelling of these words.

Advanced High

- Consider doing all of the above.
**Directions:** Read these words and use the plastic letters to make 5 of these words. Read the words you made to your partner and write them in your journal. Make sure you spell them correctly.

### High Frequency Words

#### List 1

<table>
<thead>
<tr>
<th>I</th>
<th>a</th>
<th>at</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>as</td>
<td>an</td>
</tr>
<tr>
<td>ask</td>
<td>and</td>
<td>all</td>
</tr>
<tr>
<td>am</td>
<td>are</td>
<td>is</td>
</tr>
<tr>
<td>it</td>
<td>in</td>
<td>if</td>
</tr>
<tr>
<td>on</td>
<td>of</td>
<td>or</td>
</tr>
<tr>
<td>go</td>
<td>get</td>
<td>going</td>
</tr>
<tr>
<td>cat</td>
<td>can</td>
<td>the</td>
</tr>
<tr>
<td>love</td>
<td>big</td>
<td>but</td>
</tr>
<tr>
<td>like</td>
<td>make</td>
<td>take</td>
</tr>
<tr>
<td>best</td>
<td>boy</td>
<td>you</td>
</tr>
<tr>
<td>was</td>
<td>who</td>
<td>will</td>
</tr>
<tr>
<td>cut</td>
<td>with</td>
<td>after</td>
</tr>
</tbody>
</table>
**High Frequency Words**

**List 2**

<table>
<thead>
<tr>
<th>my</th>
<th>by</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>she</td>
<td>we</td>
</tr>
<tr>
<td>be</td>
<td>no</td>
<td>not</td>
</tr>
<tr>
<td>one</td>
<td>five</td>
<td>some</td>
</tr>
<tr>
<td>two</td>
<td>four</td>
<td>were</td>
</tr>
<tr>
<td>six</td>
<td>seven</td>
<td>say</td>
</tr>
<tr>
<td>boy</td>
<td>girl</td>
<td>they</td>
</tr>
<tr>
<td>buy</td>
<td>come</td>
<td>there</td>
</tr>
<tr>
<td>could</td>
<td>would</td>
<td>girl</td>
</tr>
<tr>
<td>do</td>
<td>day</td>
<td>mom</td>
</tr>
<tr>
<td>does</td>
<td>did</td>
<td>little</td>
</tr>
<tr>
<td>new</td>
<td>old</td>
<td>three</td>
</tr>
<tr>
<td>about</td>
<td>again</td>
<td>before</td>
</tr>
<tr>
<td>let’s</td>
<td>buy</td>
<td>bring</td>
</tr>
</tbody>
</table>
Directions: Read these words and use the plastic letters to make 5 of these words. Read the words you made to your partner and write them in your journal. Make sure you spell them correctly.

High Frequency Words List 3

after be did
said look her
has had have
help from to
here under up
his him just
out pret see
so that this
walk what when
where why your
how who first
last then same
off our people
right because zoo
<table>
<thead>
<tr>
<th>is</th>
<th>on</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>was</td>
<td>look</td>
</tr>
<tr>
<td>in</td>
<td>after</td>
<td>have</td>
</tr>
<tr>
<td>my</td>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>as</td>
<td>has</td>
<td>can</td>
</tr>
</tbody>
</table>

High Frequency Words to cut and flash

<table>
<thead>
<tr>
<th>by</th>
<th>to</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>goes</td>
<td>again</td>
</tr>
<tr>
<td>blue</td>
<td>away</td>
<td>out</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>they</td>
<td>clean</td>
<td>green</td>
</tr>
<tr>
<td>she</td>
<td>please</td>
<td>who</td>
</tr>
</tbody>
</table>
Expresión escrita
(LEER MAS 2001)

Grados PK-1

Título: Ilustrando oraciones

Propósito: Desarrollar la expresión escrita

Guía de estudio de PreK/TEKS: (PreK 10); (K.14); (1.18, 1.19)

Materiales: Fotografías de revistas, periódicos o ilustraciones
Tiras de papel

Instrucciones:
• Escriba oraciones sencillas en tiras de papel (sentence strips).
  Ejemplo: La casa es azul.
• Lea la oración a los estudiantes y digales que va a ilustrar la oración.
• Dibuje una casa arriba de la palabra “casa” y una marca azul arriba de la palabra “azul”.
  Puede usar revistas para ilustrar las oraciones.
• Haga dos o tres ejemplos con los estudiantes.
• Pase una tira de papel a cada estudiante de su grupo y ayúdelos a escribir una oración si
  necesitan ayuda.

Sugerencia: Los estudiantes de prekindergarten pueden ilustrar una oración que ya está preparada
para ellos. Los de kindergarten escriben e ilustran la oración con su ayuda y los de primer grado
pueden tratar de escribir e ilustrar la oración por sí mismos.
ELPS: K.17/1.24/2.21 **Second language acquisition/learning strategies.** The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

**2.25 Second language acquisition/writing.** The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(E) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

T/NT: Learning to construct sentences is a transferable skill.

Materials: Magazine pictures, newspaper illustrations, books  
Chart paper, markers.

**Strategic Framework for Connecting to English**

- Gather children close to the board or chart paper  
- Show them pictures or illustrations.  
- Talk about the picture and model how you can describe a picture in complete sentences.  
- Write the sentences in front of them.

**Differentiated Instruction Based on TELPAS**

**Beginners**

- Use students’ names, classroom objects to create simple sentences like:
  
  **This is Robert.**  
  **Robert has a book.**  

- Write those sentences in front of them and illustrate them.  
- Say:  
  
  **Notice that each sentence starts with a capital letter and ends with a period.**  

- Continue with other names and invite the students to help you write a sentence by following the grammatical rule.  
- Share the pen with the group.
Intermediates

- Show some pictures or illustrations.
- Describe the picture in sentences and write them in front of the students.
- Apply conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

![House Illustration](image)

This is a house.
The house has a door.
The house has a chimney.
The house does not have windows!

Advanced

- Follow the previous procedure but encourage the students to expand their sentences by asking who, what, when, where, how.

Advanced High

- Write in front of them a short list of descriptive words.
- Use those words in your writing.
- Ask students to create an illustration and describe it. They can use words from the list.
Expresión escrita
(LEER MAS 2001)

Grados K-1

Título: Final nuevo

Propósito: Desarrollar la expresión escrita

Guía de estudio de PreK/TEKS: (PreK 10); (K.14); (1.18)

Materiales: Cuento de nivel fácil
Tira de papel
Lápices

Instrucciones:
• Lea el cuento a un grupo pequeño.
• Lea el cuento, haciendo pausas de vez en cuando para que los estudiantes puedan predecir lo que va a ir ocurriendo.
• Deténgase y diga a los estudiantes que ellos escribirán el final del cuento, antes de terminar de leerlo,
• Pase una tira de papel a los estudiantes para que escriban un final **nuevo**.
• Escoja una tira de papel de un estudiante, después de que terminen y póngale goma de pegar removible (POST-IT GLUE.)
• Pegue la tira de papel sobre el texto del final del cuento.
• Lea todo el cuento con el final nuevo.
• Repita con todos los estudiantes de su grupo el final nuevo.
• Lea el cuento completo revelando el final verdadero del libro, después de haber leído todos los finales nuevos,
Creating your own ending

Grades: K-2

ELPS: K.17/1.24/2. 21 Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(E) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

T/NT: Writing for different purposes is a knowledge that students need to posses. When they understand this concept in their own language, they will be able to transfer it into the new language.

Materials:
Narrative books
Chart paper, markers.
Sticky notes, pencils

Strategic Framework for Connecting to English

- Read a story following a comprehension strategy; for instance: predicting.
- Pause 2-3 times while reading to ask students what will happen next.
- Write their predictions on chart paper. and make then aware that what we think we can write, and what we write we can read.
- Confirm or disconfirm their predictions.

Differentiated Instruction Based on TELPAS

Beginners

- Invite students to express what will happen at the end of the story by drawing.
- Say: Please come to the front and help me illustrate the ending you are thinking about.
• Help students to add text to their illustration. The students can use words, phrases or short sentences. Let’s remember that most beginners are in the silent stage. Consider the students’ age and grade level as well.

Intermediates and advanced together

• Stop reading a book before it ends.
• Pair an intermediate student with and advanced or high advanced student.
• Ask them: What will happen at the end? Please share your ideas with your partner and write them in the sticky note.
• Encourage them to listen the way the other person expresses his/her ideas.
• Read their notes to recognize standard usage and appropriate word choice in written text.
• Praise the parts they have done well. For instance: I like the way both of you have spaced your words. The spelling of the word _____ is perfect! Thank you for starting with a capital letter, etc.
• Teach some writing mini-lessons according to the students’ needs.

Advanced High

• Ask the children to write the ending of the story as a group. Each student in the group will add something to their writing (a letter, capitalization, punctuation mark, illustration, etc.)

Note:
• Read the story again after every group has done their part.
• Compare their endings with the one from the book.
Expresión escrita
(LEER MAS 2001)

Grados K-3

Título: Lista de compras

Propósito: Desarrollar la expresión escrita

Guía de estudio de PreK/TEKS: (PK 10); (K.14); (1.18)

Materiales: Diferentes tipos de comida de juego o fotos de comida
Marcadores
Rotafolio (chart tablet)
Papel para los estudiantes
Lápices
Varios juguetes

Instrucciones:
• Antes de comenzar esta actividad, explique a los estudiantes que todos van a crear una “tienda” con los juguetes que tienen en el salón de clase.
• Explíquenles que todos van a jugar a “comprar” en la tienda.
• Pregunte a los estudiantes cuántos de ellos han ido al mercado de compras con un adulto y qué han comprado.
• Converse con sus estudiantes acerca de las respuestas que han dado.
• Invite a los estudiantes a “comprar” uno u dos artículos de los que ya tiene en su “tienda”.
• Pida a los estudiantes que digan en voz alta lo que compraron y escriba las compras de los estudiantes en la cartulina titulada “LISTA DE COMPRAS”.
• Pida a los estudiantes que en la hoja de papel escriban solamente sus compras y que las dibujen al lado de cada palabra.

Sugerencia: En prekindergarten, el estudiante solamente dibuja en su papel. También puede decir a los estudiantes que formen sus propias listas de útiles escolares, ropa, sus animales favoritos, etc.
Our Shopping Center
Creating Lists

Grades: K-3

ELPS: K.17/1.24/2.21/3.21 Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25/3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(2A) (3B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write. (2-8/ESL);

T/NT: Writing for different purposes is a transferable knowledge.

Materials: Plastic items or pictures of food, clothes, toys, etc
Chart paper, sentence strips, and markers.
Writing notebooks, pencils

Strategic Framework for Connecting to English

• Ask students to help you create a “shopping” center. They will find in it, items that they will pretend to buy.
• Brainstorm items on a graphic organizer for the students to create their own lists.

Differentiated Instruction Based on TELPAS

Beginners

• Label 1-2 items.
• Give to children pieces of sentence strips to help you label more items. They can refer to the graphic organizer for spelling.

Intermediates

• Give students the items or pictures you have
• Ask students to categorize the them and to write the category headings.

Advanced
• Ask students to create a list of what they plan to buy.

Advanced High

• Students will write in their notebooks lists of different products they will enjoy buying in a shopping center.

Note:
This activity can be integrated with other subjects like Science and Math.
Expresión escrita
(LEER MAS 2001)

Grados K-3

Título: Noticias del día

Propósito: Desarrollar la expresión escrita

Guía de estudio de PreK/TEKS: (PK 10); (K.14); (1.18)

Materiales: Rotafolio (Chart tablet)
Marcadores
Lápices
Caballete o atril

Instrucciones:
• Diga a los estudiantes que van a escribir los acontecimientos del día.
• Escriba el título “NOTICIAS DEL DÍA” en el rotafolio.
• Escriba la siguiente oración: El clima de hoy está caluroso y soleado. El líder del día comparte algo: José dijo: - Me gusta la escuela.
• Por último, escriba los días que los estudiantes han asistido a clases. Ejemplo: Hoy es el 3er día de clases.

Sugerencia: Las noticias del día se pueden utilizar para practicar en grupo la estructura de una oración; letras mayúsculas y minúsculas, palabras de uso frecuente, abreviaturas, números ordinales, ortografía, etc. Esta actividad dura de 15 a 20 minutos.
Daily News

Grades: K-3

ELPS: K.17/1.24/2.21 Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25/3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(E) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

(F) combine multiple sentences into a unified sentence (2-8/ESL);

T/NT: Recognizing standard usage and appropriate word choice in written text is a transferable skill.

Materials: Chart paper, markers. Writing notebooks, pencils

Strategic Framework for Connecting to English

- Tell to students that they will see you writing the daily news. In it, they will know what has happened, is happening or will happen on a daily basis.
- Engage children after modeling in the construction of the text.
- Emphasize the following points:
  We all decide what we are going to say. We say it together. Sometimes I will write and sometimes you will help me with the writing. Not everyone will get a turn every day but, overtime, everyone will get a chance to contribute to the writing. It’s important for everyone to pay attention and to reread together.

Differentiated Instruction Based on TELPAS

Beginners
- Invite students to observe and recognize the title, date, names, and words from the chart.
Intermediates

- Engage children in the construction of the text word by word.

Advanced and Advanced High

- Select a few teaching points.
- Reread the text and revisit it to emphasize the principle involved; for example: (using a word they know to write, a new word, a synonym, saying the word slowly to listen for the sounds, etc.)

---

**Daily News**

Today is Monday, September 13, 2006

Good morning boys and girls,

I had a great weekend! Annie and Bernardo celebrated their birthday. Their family took them to the lake where they ate their favorite food and of course a delicious cake.

Today we will go to the library and we will read many wonderful books.

Let’s start our school day!
Love,

Ms. /Mr. / Mrs. ___________

---

Note: interactive writing can be implemented because it is a dynamic activity in which you and the children actively compose together.
Expresión escrita
(LEER MAS 2001)

Grados K-3

Título: Repetir un cuento

Propósito: Volver a contar un cuento en forma escrita

Guía de estudio PreK/TEKS: (1.19)

Materiales: Cuento o historia infantil
            Papel para escribir
            Hoja de trabajo # 1

Instrucciones:
• Desarrolle todos los componentes antes de preparar esta lección.
• Lea el cuento a los estudiantes.
• Discuta los detalles del cuento oralmente.
• Use la transparencia para mostrar a los estudiantes cómo volver a contar un cuento por escrito.
• Pida a los estudiantes que completen el organizador gráfico para volver a contar el cuento por escrito. Al día siguiente, los estudiantes pueden escribir el resumen.
Hoja de trabajo # 1
Nombre __________________________ Fecha __________________

Direcciones. Lee el cuento y completa la siguiente página.

Título del cuento ______________________________________________________

El marco de un cuento

El cuento se desarrolla en ________________________________

______________________________________________________________________.

___________________________ es un personaje del cuento quien ____________________________________________________________________

______________________________________________________________________.

Primero, __________________________________________________________________

Después ,

______________________________________________________________________

______________________________________________________________________

___________________. El problema se resuelve cuando ____________________________________________________________________

El cuento llega a su fin cuando ____________________________________________________________________.
Retelling my story in writing

Grades K-3

ELPS: K.17/1.24/2.21/3.21  Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25/ 3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(2E, 3F) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

(2F, 3G) combine multiple sentences into a unified sentence (2-8/ESL);

(3A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (3/ESL)

T/NT: Retelling a story in writing is a powerful skill for comprehension which is the goal of Reading.

Materials:
- Narrative books
- Chart paper, markers.
- Writing notebooks, pencils
- Worksheet #1

Strategic Framework for Connecting to English

- Make sure the students understand the concept of Story Elements.
- Read a story to them, discuss the elements and demonstrate how to complete a story frame similar to worksheet # 1

Differentiated Instruction Based on TELPAS

Beginners
• Encourage students to observe what you wrote and to identify the headings of the story frame and some important parts like characters, setting and so on.

Intermediates

• Complete with the students worksheet # 1
• Help them to employ standard English usage, including subject-verb agreement, pronoun references, and parts of speech.

Advanced and Advanced High

• Give worksheet # 1 to complete it independently.
• Guide students to proofread his/her own writing and of others.
**Worksheet # 1**

Name ______________________________________ Date ______________________

**Directions.** Read the story and complete the following.

**Story title** ________________________________________________________


**Story Frame**

This story takes place _______________________________

_________________________________________________.

________________________________ is the main character who

_________________________________________________.

First, _____________________________________________

______________________________. Then, __________

_________________________________________________. The problem is solved when _________

_________________________________________________. At the end, ____________________________________

_________________________________________________.

LEER MAS
Expresión escrita  
(LEER MAS 2001)

Grados K-3

Título: Repetir un cuento

Propósito: Volver a contra un cuento en forma escrita

Guía de estudio PreK/TEKS: (1.19)

Materiales:  
- Cuento o historia infantil
- Transparencia del organizador gráfico
- Papel para escribir
- Hoja de trabako # 1

Instrucciones:
- Desarrolle todos los componentes antes de preparar esta lección.
- Lea el cuento a los estudiantes.
- Discuta los detalles del cuento oralmente.
- Use la transparencia para mostrar a los estudiantes cómo volver a contar un cuento por escrito.
- Pida a los estudiantes que completen el organizador gráfico para volver a contar el cuento por escrito. Al día siguiente, los estudiantes pueden escribir el resumen.
Hoja de trabajo # 1

Nombre _____________________________________________  Fecha ____________________

Direcciones. Lee el cuento y escribelo completando la siguiente pagina.

Título del cuento ____________________________________________

Organizador gráfico para volver a contar un cuento

El cuento se desarrolla en ________________________________

____________________________________________________

_______________________________es un personaje del

cuento quien _________________________________________

____________________________________________________

__________________________________. Primero _________

______________________________

Después

____________________________________________________

____________________________________________________

_______________________________. El problema se resuelve cuando

_______________________________. El cuento llega a su fin cuando __________________________.
Retelling my story in writing

Grades K-3

ELPS: K.17/1.24/2.21/3.21  Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25/ 3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(2E, 3F) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

(2F, 3G) combine multiple sentences into a unified sentence (2-8/ESL);

(3A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (3/ESL)

T/NT: Retelling a story in writing is a powerful skill for comprehension which is the Reading goal.

Materials:

Narrative books
Chart paper, markers.
Writing notebooks, pencils
Worksheet #1

Strategic Framework for Connecting to English

- Make sure the students understand the concept of Story elements.
- Read a story to them, discuss the elements and complete in front of them worksheet # 1

Differentiated Instruction Based on TELPAS

Beginners
- Invite students to observe and identify the title, date, names, and words from the chart.

Intermediates

LEER MAS
• Ask students to collaborate in the news by giving you an initial letter, word, or statement that should be written on the chart.

Advanced and Advanced High

• Practice with these two groups some grammar concepts, language use, high frequency words, and spelling.
Directions. Read the story and retell it by completing the following chart.

**Story title**  __________________________________________________________

**Retelling Graph**

This story takes place ____________________________________________________

____________________________________________________

_______________________________ is the main character who

____________________________________________________

____________________________________________________

First, _______________________________________________

_________________________________. Then ,

____________________________________________________

___________________. The problem is solved when ________

____________________________________________________.

At the end,  _____________________________________________.

In conclusion_________________________________________.

LEER MAS
Expresión escrita  
(LEER MAS 2001)

Grados K-3

Título: Leyendo y escribiendo oraciones

Propósito: Desarrollar la expresión escrita

Guía de estudio de PreK/TEKS: (PK 10); (K.15); (1.18)

Materiales: Oraciones e ilustraciones

Instrucciones:
• Corte las oraciones y las ilustraciones que las acompañan.
• Modele a los estudiantes poniendo las partes de una oración sobre la mesa o en la pared.
• Lea la oración a los estudiantes de izquierda a derecha, luego ponga las ilustraciones arriba de la frase que corresponda y lea la oración completa.
• Dé a cada estudiante una oración y las ilustraciones que corresponden.
• Pida a los estudiantes que ubiquen las ilustraciones con las frases que corresponden.
• Ayude a los estudiantes si es necesario.
• Pida a los estudiantes que lean la oración poniendo las ilustraciones arriba de cada frase.

Sugerencias: Para un nivel más avanzado, dé a los estudiantes las ilustraciones primero y pídale que escriban una oración.
El joven come uvas.
El conejo toca el xilófono.
La jirafa alcanza la hoja.
El ratón se come el queso.
El oso viaja por avión.
Reading and writing sentences

Grades K-3

ELPS: K.17/1.24/2.21/3.21 Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(B) use prior knowledge and experiences to understand meaning in English (K-8/ESL);

2.25/ 3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The student is expected to:

(2E, 3F) construct correct sentences, including a variety of sentences types and styles (2-8/ESL);

(2F, 3G) combine multiple sentences into a unified sentence (2-8/ESL);

(3A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (3/ESL)

T/NT: Recognize correct and effective sentence construction in written text is a skill that the students can understand at an early age.

Materials: Pictures or illustrations
           Sentences

Strategic Framework for Connecting to English

- Develop written expression by cutting the pictures and sentences provided.
- Place the parts of a sentence on a table or a chalkboard.
- Read the sentence from left to right. Then, place the picture that corresponds to the sentence above it.

Differentiated Instruction Based on TELPAS

Beginners
- Give each student a pair of pictures and they will show you the one that corresponds to the sentence you read.
Intermediates

- Give each student a pair of pictures and they will write with you only one sentence for one of the pictures.
- Draw children’s attention to the process of saying words slowly, looking for the particular letter, word, or symbols around the rich print environment room.
- Reread each written sentence.

Advanced and Advanced High

- Pair students and provide pieces of sentences strips for them to illustrate and create their own sentences.
- Take a few minutes to revisit and reinforce particular concepts related to grammar, language use, capitalization, and punctuation.

Note: Writing activities are good for introducing and reinforcing word work. You can say something like:
  Let’s look at our sentences. What words start with g?
The boy eats grapes.
The rabbit plays the xylophone.
The giraffe eats a leaf.
The mouse is eating cheese.