

Spanish Letter & Sound Practice Workbook

Spanish letter recognition and handwriting readiness

Give young learners repeated, varied practice connecting uppercase shapes, movement and Spanish sounds in the KBD reading sequence.

Parent-led. Child-active.

Profe Sori / Planeta Moñipuchi

Approximately 3–6 years; adult-supported early learner

Printable PDF | US Letter | student workbook with adult notes

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Before you begin

Starting point: Pre-reader; pointing and finger tracing can replace pencil writing

Learning objectives

- Find a target uppercase letter among previously introduced letters
- Trace and copy a letter while hearing an adult's sound model
- Compare known letter shapes
- Teach a familiar letter to a toy or adult

Materials and use

Print selected pages at actual size on US Letter paper. Keep an adult beside the learner. Choose one small activity and repeat or stop based on the child's response. Use a pencil and paper; pointing, air-writing or moving objects can replace written answers.

Supplemental letter practice, also included in the complete Reading Foundations package; no need to obtain it twice. No live instruction, automated pronunciation grading or printed shipment.

Scope and sequence

S O L

Large movements, listening and target-letter matching.

M A P R F

Add one shape at a time and contrast it with known letters.

E I N U

Extend vowel recognition and return to earlier letters.

T D C B G

Practice remaining shapes, review and teach back.

Teach the child in front of you

Learning loop: Break > Name > Do > Teach

Break the idea into one small piece. Name what matters. Let the child act. Invite the child to teach it back. For reading, naming means noticing the sound, not drilling the alphabet name.

Support loop

Observe > Show thinking > Diagnose > Isolate > Scaffold > Child acts > Verify > Extend > Teach back. Watch what happened, ask for a demonstration and isolate one difficulty before offering help.

Correction ladder

1. Pause: Muéstrame cómo pensaste.
2. Cue: Escucha otra vez. Mira mi boca.
3. Isolate one part and offer a choice or a fresh model.
4. Try together, then let the child act.
5. Try one similar example, invite teach-back, or stop.

The adult makes letter sounds. Stretch S, L, M and F when useful; keep stop sounds brief. Begin reading with uppercase. Move through the validated sequence without introducing future vowels early.

Keep the first S session around 7-10 minutes or shorter. No timers, scores, streaks or mastery labels. Observe an action or explanation instead of assigning a performance rating.

01 / S

Letters available: S

Model sssss, like the beginning of sol. Keep the sound continuous; do not add a vowel.

S

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

S S S S S

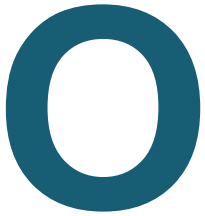
Find and point to S: S S S

Ahora tú eres la profe: show a toy the letter and teach its sound.

02 / O

Letters available: S O

Model the Spanish vowel O with a steady, rounded sound. Let the child watch your mouth.



Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to O: S O S O

Ahora tú eres la profe: show a toy the letter and teach its sound.

03 / L

Letters available: S O L

Model llll with the tongue near the ridge behind the upper teeth. Slide into O only after the child hears L.



Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to L: O L S L

Ahora tú eres la profe: show a toy the letter and teach its sound.

04 / M

Letters available: S O L M

Model mmmmm with lips together. Slide into the known vowel O. Save MA until A is introduced.

M

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

M M M M M

Find and point to M: L M S M

Ahora tú eres la profe: show a toy the letter and teach its sound.

05 / A

Letters available: S O L M A

Model the open Spanish vowel A. Revisit SA, LA and MA now that A is available.

A

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

A A A A A

Find and point to A: M A S A

Ahora tú eres la profe: show a toy the letter and teach its sound.

06 / P

Letters available: S O L M A P

Model a brief P, then release into A or O. Do not stretch P or add an extra vowel before blending.

P

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

P P P P P

Find and point to P: A P S P

Ahora tú eres la profe: show a toy the letter and teach its sound.

07 / R

Letters available: S O L M A P R

Model R in RAMA and then in ARO. Spanish R changes with position; the initial R is stronger than the single R between vowels. Invite listening without demanding a perfect trill.

R

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

R R R R R

Find and point to R: P R S R

Ahora tú eres la profe: show a toy the letter and teach its sound.

08 / F

Letters available: S O L M A P R F

Model fffff with a gentle stream of air. Slide into A or O.



Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to F: R F S F

Ahora tú eres la profe: show a toy the letter and teach its sound.

09 / E

Letters available: S O L M A P R F E

Model the Spanish vowel E. Revisit known consonants with E; do not introduce I or U yet.



Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to E: F E S E

Ahora tú eres la profe: show a toy the letter and teach its sound.

10 / I

Letters available: S O L M A P R F E I

Model the Spanish vowel I. Add I to known consonant families.



Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to I: E I S I

Ahora tú eres la profe: show a toy the letter and teach its sound.

11 / N

Letters available: S O L M A P R F E I N

Model nnnnn with the tongue near the upper gum ridge. Blend with known vowels.

N

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

N N N N N

Find and point to N: I N S N

Ahora tú eres la profe: show a toy the letter and teach its sound.

12 / U

Letters available: S O L M A P R F E I N U

Model the Spanish vowel U. All five vowels have now been introduced; revisit complete known consonant families.



Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to U: N U S U

Ahora tú eres la profe: show a toy the letter and teach its sound.

13 / T

Letters available: S O L M A P R F E I N U T

Model a brief Spanish T and release into a known vowel. Avoid stretching the stop sound.



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Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.



Find and point to T: U T S T

Ahora tú eres la profe: show a toy the letter and teach its sound.

14 / D

Letters available: S O L M A P R F E I N U T D

Model D naturally in DADO. Pronunciation can soften within a word; do not require every D to sound identical.

D

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

D D D D D

Find and point to D: T D S D

Ahora tú eres la profe: show a toy the letter and teach its sound.

15 / C

Letters available: S O L M A P R F E I N U T D C

This edition introduces C only with A, O and U: CA, CO, CU. Model the brief sound in CASA. CE and CI are later topics.

C

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

C C C C C

Find and point to C: D C S C

Ahora tú eres la profe: show a toy the letter and teach its sound.

16 / B

Letters available: S O L M A P R F E I N U T D C B

Model B naturally in BOLA. Do not use a made-up sound distinction between Spanish B and V. V is outside this letter sequence.

B

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

B B B B B

Find and point to B: C B S B

Ahora tú eres la profe: show a toy the letter and teach its sound.

17 / G

Letters available: S O L M A P R F E I N U T D C B G

This edition introduces G with A, O and U: GA, GO, GU. Model GATO. GE/GI and GUE/GUI are later topics.

G

Traza. Escribe en el aire. Copia.

Adult: model the sound while the child finger-traces. Invite a large air-written letter, then a pencil copy if ready.

G G G G G

Find and point to G: B G S G

Ahora tú eres la profe: show a toy the letter and teach its sound.

Find, compare, teach

Use only letters your child has already met. Adult: circle a small set and read the directions aloud.

S O L M A

P R F E I N

U T D C B G

Find two letters with straight lines. Find a letter with a curve. Choose one and show its shape in the air.
Teach the sound to a toy.

Notice, adapt, return

Date: _____ Activity: _____

What did the child do or explain?

What kind of support helped?

What small invitation might come next?

Use descriptive observations. These notes are not an assessment, a diagnosis or a mastery record.