

Spanish Reading Foundations

Uppercase, lowercase, cursive, then accents and spelling

Four stages. One small discovery at a time.

S O L

Profe Sori / Planeta Moñipuchi

Publisher: Kinder Brain Development

Product SKU: KBD-SP-RF-001

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October 2026 expanded review edition. This package is complete for the stated 17-letter beginning scope, not a complete Spanish-language or grade-level program. Pricing and commercial terms remain pending.

Your package, at a glance

This file contains everything listed below. Each section keeps its own page numbers and has a PDF bookmark. You can also download the separate books from the website. The companion books are included here; do not purchase duplicate copies.

Stage 1 / Parent Guide + Core Workbook

Package PDF pages 6-49 | 44 pages.

Stage 1 / Letter & Sound Practice

Package PDF pages 50-72 | 23 pages.

Stage 1 / Expanded Word Builder

Package PDF pages 73-115 | 43 pages.

Stage 1 / Reading Together

Package PDF pages 116-148 | 33 pages.

Stage 2 / Lowercase Connections

Package PDF pages 149-168 | 20 pages.

Stage 3 / Beginning Cursive

Package PDF pages 169-186 | 18 pages.

Stage 4 / Accents & Correct Spelling

Package PDF pages 187-194 | 8 pages.

Printing tip: use the PDF viewer's page positions above, not the repeated page numbers printed in each section. Print only the current lesson and its chosen practice. US Letter, actual size; color is optional.

A flexible path through each letter

Uppercase > Lowercase > Cursive > Accents and correct spelling

Use the uppercase letter order below. This is a content sequence, not a 17-day schedule. Choose one small task, repeat when useful and add support when needed.

S O L M A P R F

E I N U T D C B G

1 / Meet it

Use the Parent Guide + Workbook: model the new sound, finger-trace, air-write and optionally copy. Each letter has two pages.

2 / Revisit it

Use the matching Letter & Sound Practice page only when another movement or shape invitation is useful.

3 / Build it

At O and later, choose 2-4 words from the matching Word Builder bank. Meaning comes with the adult's sound model.

4 / Read together

Use a mini reader only after its marked last letter. Discuss one line, act it out, or draw what it says.

5 / Teach and observe

Invite teach-back. Write a brief descriptive note about the support that helped. There are no points, streaks or mastery labels.

Find the matching lesson

These are the page numbers printed inside each component, not the merged PDF page position.

Letter	Core workbook	Letter practice	Word Builder
01 / S	8-9	5	sound only
02 / O	10-11	6	8-9
03 / L	12-13	7	10-11
04 / M	14-15	8	12-13
05 / A	16-17	9	14-15
06 / P	18-19	10	16-17
07 / R	20-21	11	18-19
08 / F	22-23	12	20-21
09 / E	24-25	13	22-23
10 / I	26-27	14	24-25
11 / N	28-29	15	26-27
12 / U	30-31	16	28-29
13 / T	32-33	17	30-31
14 / D	34-35	18	32-33
15 / C	36-37	19	34-35
16 / B	38-39	20	36-37
17 / G	40-41	21	38-39

Mini readers are marked A, P, E, I, N, U, T, D, C, B and G. Use them after their full prerequisites; core-only practice may still be the better invitation.

Use, support and scope

Materials

Paper, pencil, an adult's voice and optional large letter cards. Adults cut the printable cards. No app, subscription, special manipulatives or other book purchase is needed for this package.

Who does what?

The parent reads all directions and supplies letter sounds. The child points, moves, builds, blends, draws, writes when ready, and teaches back. Follow uppercase, lowercase, cursive, then accents and spelling. The lowercase and later spelling supplements and cursive workbook are included here. Early math is separate.

What this package does not promise

No reading deadline, grade-level completion, assessment, therapy service or mastery certification. Later reading letters, digraphs and broader spelling need future lessons. Lowercase practice here revisits the 17 known letters; optional extra cursive forms require adult introduction first. The expanded word bank includes optional harder patterns that need additional adult modeling.

Review status

These files are for household review and supplier evaluation. They do not establish Step Up For Students or MyScholarShop approval. Eligibility and reimbursement are determined by the scholarship funding organization. Final pricing and sales policies must be confirmed before orders open.

Contact: kinderbraindev@gmail.com

Spanish Reading Foundations - Parent Guide + Core Workbook

Spanish foundational literacy

Introduce uppercase Spanish sounds, blending and meaningful word reading through 17 paired lessons and an adult teaching guide.

Parent-led. Child-active.

Profe Sori / Planeta Moñipuchi

Approximately 4–7 years; beginning reader / Pre-K–Grade 1

Printable PDF | US Letter | parent guide and core student workbook

Publisher: Kinder Brain Development

SKU: KBD-SP-RF-001

Support: kinderbraindev@gmail.com

Review edition - September 2026. For household review and supplier evaluation. Not a statement of scholarship approval. Final price and commercial terms are not yet set.

Before you begin

Starting point: No prior reading required; an adult models Spanish sounds

Learning objectives

- Connect uppercase letter shapes with parent-modeled Spanish sounds
- Blend introduced sounds into syllables and meaningful words
- Build and read words using only the introduced letter set
- Explain or demonstrate a reading strategy to another person

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.

A beginning package, not a full grade-level Spanish course or full Spanish spelling course. Later reading letters, RR/LL/CH, CE/CI, GE/GI, QUE/QUI and GUE/GUI need additional instruction. Early math is separate. No live instruction, app subscription or printed shipment.

Scope and sequence

Stage 1 / Uppercase

S O L M A P R F E I N U T D C B G. Parent-modeled sounds, word building and supported readings; adult models retain correct spelling.

Stage 2 / Lowercase

Revisit the same 17 letters in lowercase; match forms, trace and read familiar words.

Stage 3 / Cursive

Move to cursive after lowercase. Practice familiar forms and joins. Optional additional alphabet forms need adult introduction first.

Stage 4 / Accents and correct spelling

Explicit attention to letter order, syllables, stress and written accents, including SI/SÍ and other familiar contrasts.

Bounded beginning scope

Later reading letters, digraphs and broader spelling remain future instruction. No scores, streaks or mastery claims.

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.

Prepare a small reading moment

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

Start with S. Choose one small invitation for about 7-10 minutes or less. The sequence is not a daily schedule. Repeat, shorten or stop based on the child's response. Prepare paper, a pencil and only the known letter tiles.

Show before asking

Make the Spanish sound yourself. Model finger-tracing, air-writing, then a pencil copy if comfortable. Match the letter, blend only with available vowels, and build a meaningful word when possible. Invite the child to teach a toy.

Two loops

Use Break > Name > Do > Teach for the child's learning. Use Observe > Show thinking > Diagnose > Isolate > Scaffold > Child acts > Verify > Extend > Teach back to choose the next kind of adult support. Verify by watching an action, not assigning a score.

What counts as participation?

Pointing, moving a card, making a large movement, drawing or explaining may replace writing. Give a sound model without demanding perfect pronunciation. Stop if the child is tired or uncomfortable.

Blending without extra sounds

At S: model sssss; there are no word-reading tasks yet. At O: model O, then O-S-O as OSO. At L: slowly join S-O-L, then say SOL naturally.

Stretch only when the sound allows it

S, L, M and F can be held for a smooth transition. Keep P, T, C (with A/O/U) and other stop sounds brief. Avoid adding an extra vowel to the consonant before blending.

Vowels arrive in sequence

At M, only O has been introduced: use MO and LOMO. Wait for A before MA. Add E, I and U at their own lessons, revisiting earlier consonants each time. Do not drill MA-ME-MI-MO-MU before all the vowels are available.

A concrete correction

If the child reads SOL as LOS, pause. Ask Muéstrame por dónde empezaste. Point under S; make its sound. Move left to right together. Let the child build and read SOL again, then explain the first letter. Avoid repeating the same unsuccessful demand.

The four-stage learning order

Uppercase > Lowercase > Cursive > Accents and correct spelling

A short word is not always a noun. Read LA/LAS, EL/LOS, MI, NO, UN/UNA and DE in a meaningful phrase. Use objects, movements and spoken contexts. Model grammar naturally without requiring grammar terminology.

Requested words, placed carefully

L: LOS. A: LAS, OLA, OLAS. I: SI and SÍ. N: NO.

Adult reference: supply correct spellings and meanings while modeling the sounds. Do not turn accents into a child lesson yet. OLA means a wave; HOLA needs a later H lesson.

Stage 1 uses uppercase. Stage 2 matches known capitals to lowercase. Stage 3 introduces cursive movements. Only stage 4 explicitly teaches accents and correct spelling. Correct adult models remain in every stage.

Easy letters can make a harder word

Begin with a short familiar core word. Longer words, final consonants, adjacent vowels and consonant blends need additional modeling even when every letter is known. Extension words are optional, not evidence of mastery.

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.

Use S: listen, build, explain

Break and name

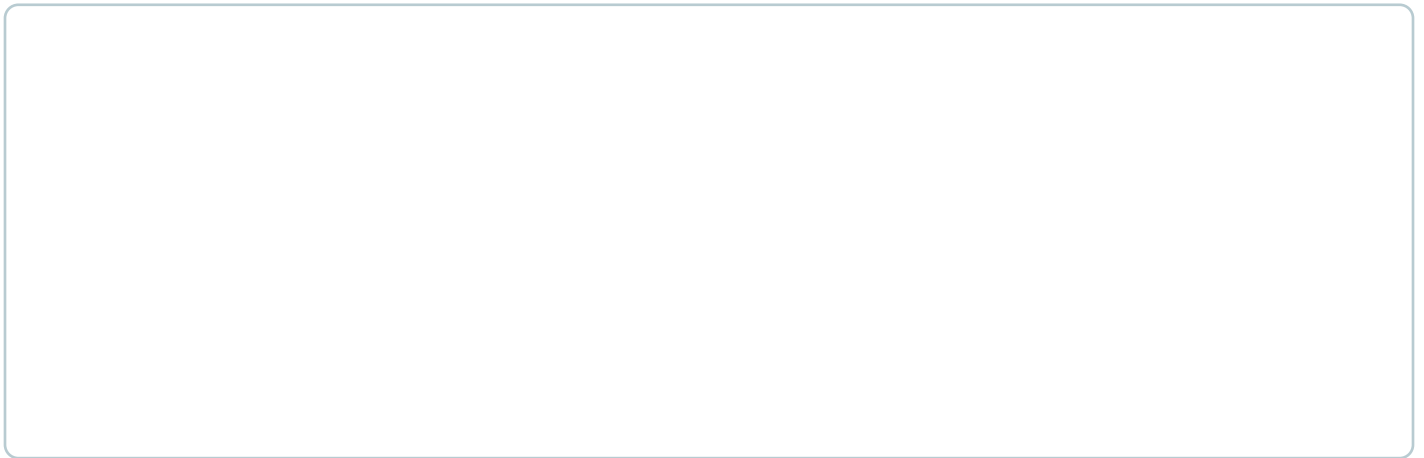
Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

At S, there are no vowel combinations yet. Do not ask for word reading.

Do

Make sssss together, trace the large S, and air-write it. Adult: draw S beside a circle and a line; ask the child to find S.

Adult: draw the letter and simple shapes.



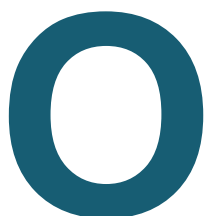
Teach

Let the child point to S and show a toy how you made the sound. Stop while the activity is still comfortable.

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.

Use O: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

OSO OSOS O

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use L: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

SOL LOS SOLO

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use M: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

LOMO LOMOS SOMOS

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use A: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

OLA LAS ALAS

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use P: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

PALA PALO MAPA

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use R: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

ARO AROS RAMA

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

F

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.

F F F F F

Find and point to F: R F S F

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

Use F: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

FARO FAROS FAMA

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use E: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

EL ÉL ES

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use I: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

SI SÍ MI

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use N: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

NO NOS NI

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

U

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.

U U U U U

Find and point to U: N U S U

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

Use U: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

UN UNA UNOS

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use T: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

TU TÚ TE

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use D: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

DE DEL DA

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use C: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

CON CASA CAMA

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use B: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

BOLA BOTA BESO

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

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.

Use G: listen, build, explain

Break and name

Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

GATO GOMA GOTA

Do

Point under each letter while the adult models blending. Build one word with handwritten letter cards; slide the sounds together and say the word naturally. Explain its meaning or draw it.

Draw one word or arrange letter cards in this space.



Teach

Teach a toy how to read one word. Ask: ¿Qué significa? If the child guesses, return to one sound and build again.

A complete learning moment

After A, put out O, L, A and S. Adult: show or draw a wave, say OLA, then model the sounds. Child: build OLA. Add S to make OLAS. Introduce LA OLA and LAS OLAS with an adult model.

LA OLA

LAS OLAS

Draw one wave and several waves. Teach a toy why the words change. Return to one word if the phrase is too much.

Draw or show your idea here.



When to return, when to extend

Return

If the child guesses, loses the starting point or seems unsure, reduce the task to one sound or one word. Use the correction ladder. Keep the model visible and let the child act again. No fixed number of correct attempts is required.

Extend

When the activity feels comfortable, offer a different familiar word using known letters, a plural pair, a phrase or the matching short reader. Ask for a demonstration or meaning. Let interest and observed support needs guide the next invitation.

Still to come

This package covers a 17-letter uppercase beginning sequence. It does not teach all Spanish reading: H, J, K, Ñ, Q, V, W, X, Y, Z, RR/LL/CH, CE/CI, GE/GI, QUE/QUI, GUE/GUI and broader spelling and fluency need later instruction. Conversational use is welcome; do not treat untaught written patterns as independent decoding tasks.

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.

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

Publisher: Kinder Brain Development

SKU: KBD-SP-LS-001

Support: kinderbraindev@gmail.com

Review edition - September 2026. For household review and supplier evaluation. Not a statement of scholarship approval. Final price and commercial terms are not yet set.

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

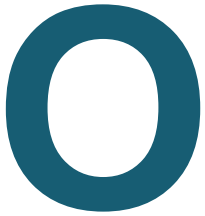
Find and point to S: S S S

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 ffff 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.



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 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.

Spanish Word Builder

Spanish blending, decoding and word construction

Make word structure visible by moving letters, blending sounds and changing one part of a familiar word.

Parent-led. Child-active.

Profe Sori / Planeta Moñipuchi

Approximately 4–7 years; emerging reader / Pre-K–Grade 1

Printable PDF | US Letter | cut-apart tiles and activity workbook

Publisher: Kinder Brain Development

SKU: KBD-SP-WB-001

Support: kinderbraindev@gmail.com

Review edition - September 2026. For household review and supplier evaluation. Not a statement of scholarship approval. Final price and commercial terms are not yet set.

Before you begin

Starting point: Begin with parent-modeled S and O; use each word bank only after all its prerequisite letters are introduced

Learning objectives

- Arrange known letters in order to build a spoken word
- Blend and reread a constructed word
- Notice how replacing one letter changes a word
- Explain the meaning of a decoded word

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.

A curated bank, not every Spanish word possible with these letters or a stand-alone sound-teaching course. Includes inflected forms and adult-supported extension words. Also included in the complete Reading Foundations package; no need to obtain it twice. No physical tiles, scissors, live instruction or printed shipment.

Scope and sequence

O L M A

OSO/OSOS, SOL, LO/LOS, LOMO, LA/LAS, OLA/OLAS and ALA/ALAS. No word reading at S alone.

P R F E I N U

Everyday nouns, articles and connectors; SI/SÍ, MI/MÍ, NO, EN, UN/UNA. Preserve accents and explain meanings.

T D C B G

Extend with verbs and phrases; DE/DEL and CON. C and G use A/O/U only.

Read, change, explain

Compare singular/plural forms, replace one letter and use words in context. Longer words and harder syllable patterns are optional supported extensions.

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.

A word bank is a menu

251 distinct words and forms are grouped at their earliest letter stage. This is a curated beginning bank, not every possible Spanish word. Start with core choices; the extra choices are invitations, not a checklist.

From a sound to a meaning

Say the word naturally, explain or show its meaning, then model the sounds. The child moves tiles, blends, reads the whole word and shows what it means. Return to a model when needed. Do not ask the child to guess a word from a picture.

Tiny words do important work

Include articles and connectors alongside nouns: LO/LOS at L; LA/LAS at A; EL at E; SI/SÍ and MI at I; NO/EN at N; UN/UNA at U; DE/DEL at D; CON at C. Give a spoken context when a word cannot easily be drawn.

Adult models now; explicit spelling in stage 4

SÍ means yes; SI means if, or the musical note. Preserve accents in uppercase: MAMÁ, PAPÁ, SÍ, ÉL, MÍ, TÚ and TÉ. An accent is not a new alphabet letter. The adult supplies the correctly spelled model. Do not ask the child to compare accents, name stress rules or repair spelling in this uppercase stage. Those lessons come after lowercase and cursive, in stage 4.

OLA is a wave; HOLA is a greeting. HOLA, HOY, HAY, Y, QUE, ES UNA NIÑA and PERRO require letters or patterns outside this sequence. Use them in ordinary conversation, but save independent decoding for later instruction.

Cut-apart letter tiles

Adult: cut the cards. Present only known letters. Print again for duplicates; keep loose pieces away from children who mouth objects.

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

Keep extra copies for repeated letters such as MAMÁ, OSOS and PAPELES.

Adult-prepared reading tiles

The parent supplies the correct tiles for the chosen word, including any written accent. The child reads with the parent's sound model. Explicit accent comparison and spelling instruction wait until stage 4, after lowercase and cursive.

A	A	E	E	I
I	O	O	U	U
Á	Á	É	É	Í
í	Ó	Ú	.	.
,	¿	?	¡	!

02 / Add O

Letters available: S O

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

OSO OSOS O

Adult reference notes

OSO: bear; OSOS: bears. O means or. Model the two vowel beats in O-SO. No L yet.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / O

Use after O is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: OSO O OSOS

03 / Add L

Letters available: S O L

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

SOL LOS LO SOLO

More choices after modeling

SOLOS

Adult reference notes

SOL: sun; SOLO: alone. LOS is a plural article (the); LO needs a spoken context, such as LO MIRO later. This phrase is a vocabulary choice, not a sentence.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / L

Use after L is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: SOL O OSO

04 / Add M

Letters available: S O L M

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

LOMO LOMOS SOMOS

Adult reference notes

LOMO can name an animal's back or a book spine. SOMOS means we are. Return to known O words; do not add A yet.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / M

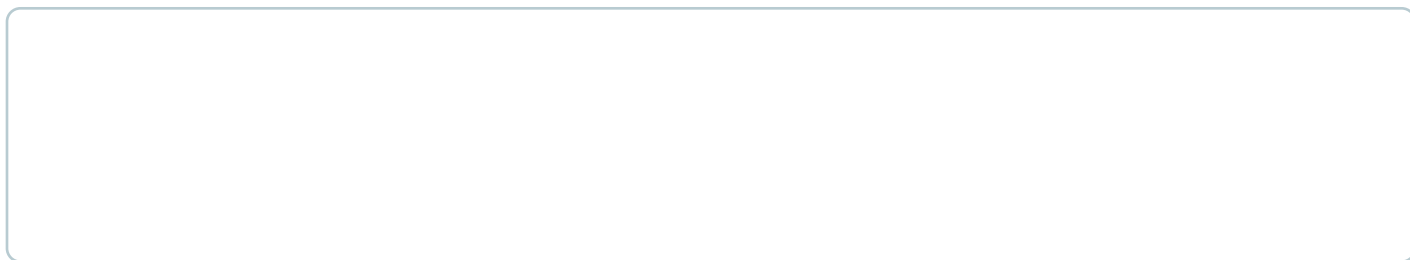
Use after M is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

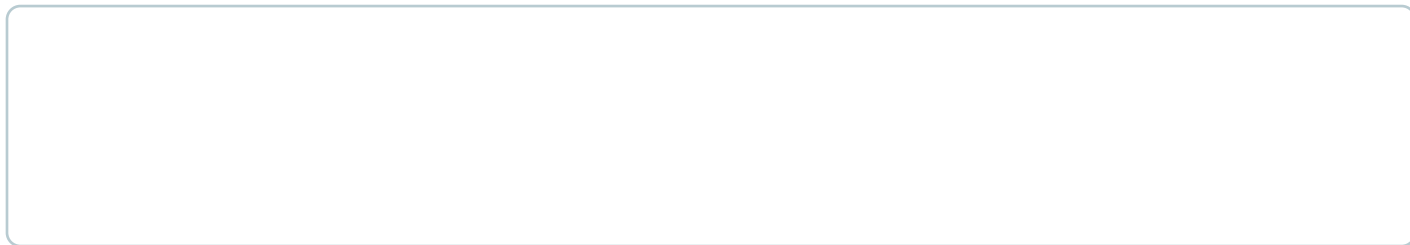
Do / Build, read, show

Build one word with tiles, or write it here.



Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.



Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: LOMO O SOL

05 / Add A

Letters available: S O L M A

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

LA LAS OLA OLAS

ALA ALAS SAL SALA

More choices after modeling

**A · AL · MÁS · MALO · MALA · MALOS · MALAS · AMO · AMA · AMAS ·
AMAMOS · MAMÁ · MAMÁS · SALAS**

Adult reference notes

OLA: a water wave, not the greeting HOLA. ALA: wing. LA/LAS and LOS are articles; compare one and more than one. MAMÁ and MÁS retain accents, including in uppercase. Use MALO/MALA for a story situation or object, never to label the child.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / A

Use after A is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: LAS OLAS

06 / Add P

Letters available: S O L M A P

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

PALA PALO MAPA SOPA

PAPÁ PAPA

More choices after modeling

PALAS · PALOS · MAPAS · SOPAS · PAPAS · PAPÁS · PASO · PASOS · PASA · PASAMOS · PALOMA · PALOMAS

Adult reference notes

PAPA can mean potato; PAPÁ means dad. Keep P brief. PALOMA is a longer, three-syllable option; no need to use it at the first P lesson.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / P

Use after P is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: PAPÁ AMA A MAMÁ.

07 / Add R

Letters available: S O L M A P R

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

ARO AROS RAMA RAMAS

ROPA MAR

More choices after modeling

ORO · ROSA · ROSAS · AMOR · PARA · RARO · RARA

Adult reference notes

Initial R in RAMA sounds different from single R between vowels in ARO. Model both naturally. MAR ends with a consonant. Do not demand a perfect trill.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / R

Use after R is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: LAS OLAS O LAS RAMAS

08 / Add F

Letters available: S O L M A P R F

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

FARO FAROS FAMA

Adult reference notes

FARO: lighthouse; FAMA: fame or reputation. Show or describe the meaning. Stretch F gently. Reuse earlier words rather than filling the bank with unfamiliar vocabulary.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / F

Use after F is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: FARO O RAMA

09 / Add E

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

EL ÉL ES ESE

ESA MESA PERA PELO

More choices after modeling

**ESOS · ESAS · ME · SE · LE · LES · MESAS · PERAS · PELOS · PESO · PESOS ·
PAPEL · PAPELES · LEE · LEER · LEEMOS · REMO · REMOS · SALE**

Adult reference notes

EL means the; ÉL means he. Pronouns ME, SE, LE, LES need an adult-modeled sentence. In LEE and LEER, attend to both written vowels; PAPEL has final stress. Do not require grammar labels.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / E

Use after E is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: EL OSO LEE.

10 / Add I

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

SI SÍ MI MÍ

MIS LIMA PILA MIRA

More choices after modeling

**IR · LIMAS · PILAS · RÍO · RÍOS · MIRAMOS · RISA · RISAS · PISO · PISOS · PIE
· PIES · FAMILIA · FAMILIAS**

Adult reference notes

SÍ means yes; SI means if (or the musical note). MI means my; MÍ means me after a preposition. Read accents as part of spelling. PIE and FAMILIA have adjacent vowels: model naturally and use as extension choices.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / I

Use after I is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: MI MAMÁ MIRA EL MAPA.

11 / Add N

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

NO NOS NI EN

MANO MONO PINO PAN

More choices after modeling

MANOS · MONOS · PINOS · PANES · NENE · NENA · NENES · NENAS · LANA · LANAS

Adult reference notes

NO is a complete response; NOS and NI need context. PAN ends in N; PANES has two syllables. Use singular/plural pairs with objects or drawings.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / N

Use after N is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: LA NENA MIRA EL PAN.

12 / Add U

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

UN UNA UNOS UNAS

SU SUS LUNA MULA

More choices after modeling

**LUNAS · MULAS · PUMA · PUMAS · UNO · UNIR · UNIMOS · SUMA · SUMAS ·
ESPUMA**

Adult reference notes

UN/UNA and UNOS/UNAS introduce nouns; SU/SUS mean his, her, their or your, depending on context. All five vowels are now available. Introduce complete vowel families only now.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / U

Use after U is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: UNA LUNA. UN PUMA.

13 / Add T

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

TU TÚ TE TÉ

PATO TOMA TELA MOTO

More choices after modeling

**PATOS · TELAS · MOTOS · TAPA · TAPAS · PATA · PATAS · TOMATE ·
TOMATES · MALETA · MALETAS · TIENE · TENEMOS · ESTÁ**

Adult reference notes

TU means your; TÚ means you. TE is a pronoun; TÉ means tea. Model accents in context. TIENE has adjacent vowels and ESTÁ begins with a closed syllable; offer them after easier choices.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / T

Use after T is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: EL PATO TOMA SOPA.

14 / Add D

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

DE DEL DA DAME

DOS DADO DEDO DÍA

More choices after modeling

**DADOS · DEDOS · DÍAS · TODO · TODA · TODOS · TODAS · NIDO · NIDOS ·
NADA · MEDIA · MEDIAS · MIEDO**

Adult reference notes

DE and DEL connect words. DEL combines DE + EL. DÍA keeps its written accent. D may soften between vowels. MEDIAS and MIEDO are adjacent-vowel extensions.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / D

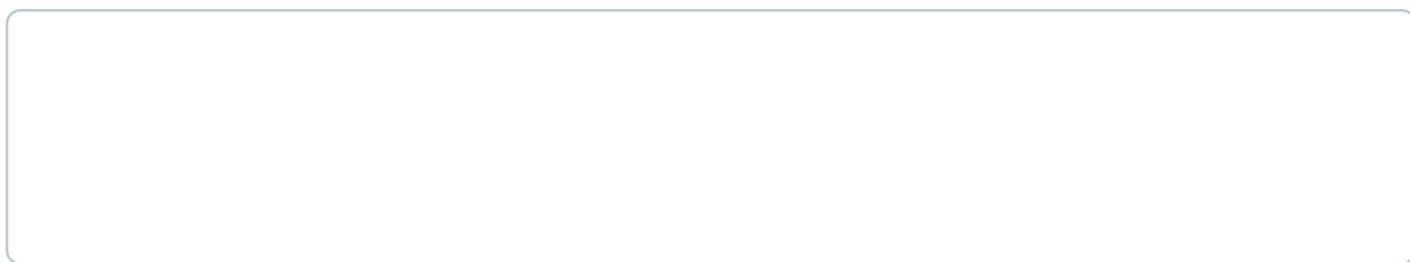
Use after D is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

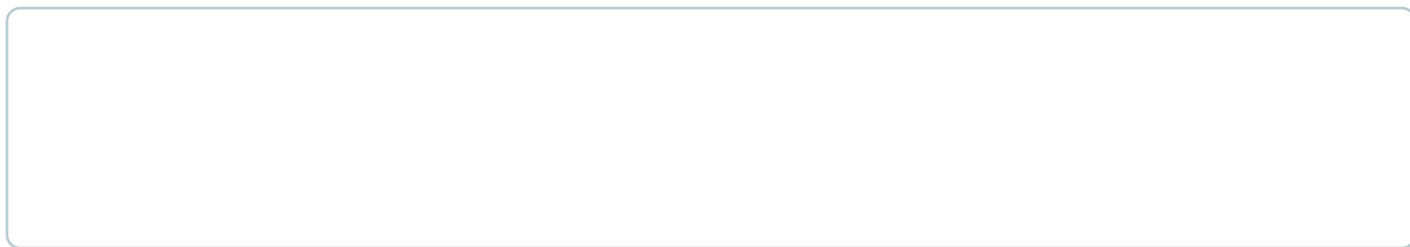
Do / Build, read, show

Build one word with tiles, or write it here.



Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.



Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: DAME DOS DADOS.

15 / Add C

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

CON CASA CAMA COPA

COCO CUNA

More choices after modeling

**CASAS · CAMAS · COPAS · COCOS · CUNAS · COLA · COLAS · CARA · CARAS
· CAMINO · CAMINOS · COMIDA · COME · COMEMOS · CUATRO**

Adult reference notes

Use C with A/O/U only. CON ends with N. CUATRO includes a consonant blend and adjacent vowels; model it as an extension, not a first C word. CE/CI, CH and QUE/QUI wait for later instruction.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / C

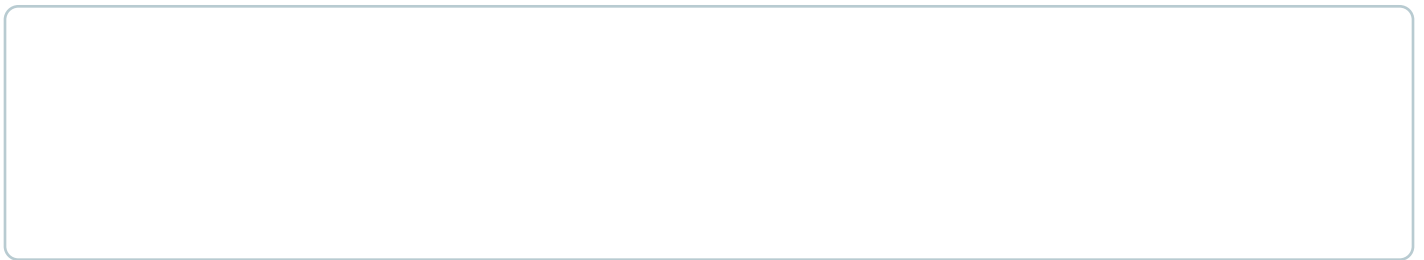
Use after C is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

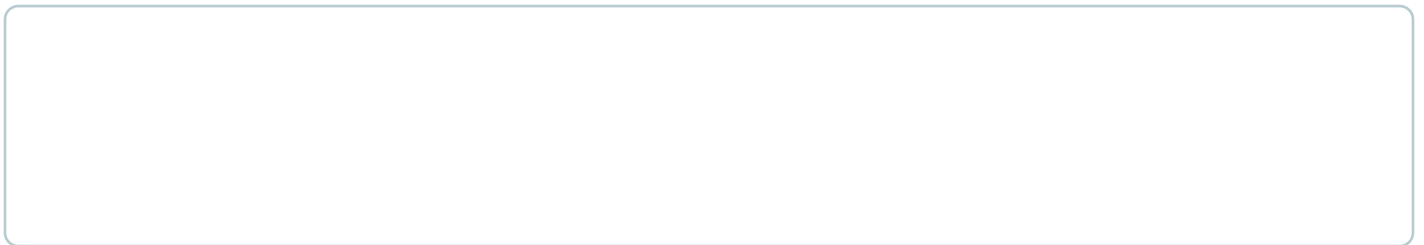
Do / Build, read, show

Build one word with tiles, or write it here.



Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.



Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: LA NENA COME EN CASA.

16 / Add B

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

BOLA BOTA BESO BEBÉ

BODA BOTE

More choices after modeling

**BOLAS · BOTAS · BESOS · BEBÉS · BODAS · BOTES · BATA · BATAS · BOLSA
· BOLSAS · BUENO · BUENA**

Adult reference notes

Spanish B and V are not distinguished by an invented sound. BOLSA has a closed syllable; BUENO has adjacent vowels. BEBÉ keeps its accent. V remains outside this sequence.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / B

Use after B is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

Do / Build, read, show

Build one word with tiles, or write it here.

Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.

Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: EL BEBÉ MIRA LA BOLA.

17 / Add G

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

Choose 2-4 familiar words. Read, build, explain; return for more another day. A word being possible does not make it equally easy.

Start with these

GATO GOMA GOTA LAGO

AMIGO GUSANO

More choices after modeling

**GATOS · GOMAS · GOTAS · LAGOS · AMIGOS · AMIGA · AMIGAS · GUSANOS ·
GANA · GUSTA · AGUA**

Adult reference notes

Use G with A/O/U. GU in GUSANO has a spoken U; GUE/GUI are different later patterns. AGUA is an adjacent-vowel extension with pronounced U. GE/GI are not introduced here.

Parent-only reference: in this uppercase stage, supply the spelling and model the word. Explicit accent and spelling work belongs to stage 4, after lowercase and cursive.

Full meaning notes are for the adult to read aloud. Words with accents, final consonants, adjacent vowels or longer syllable patterns may need separate modeling.

Build and tell / G

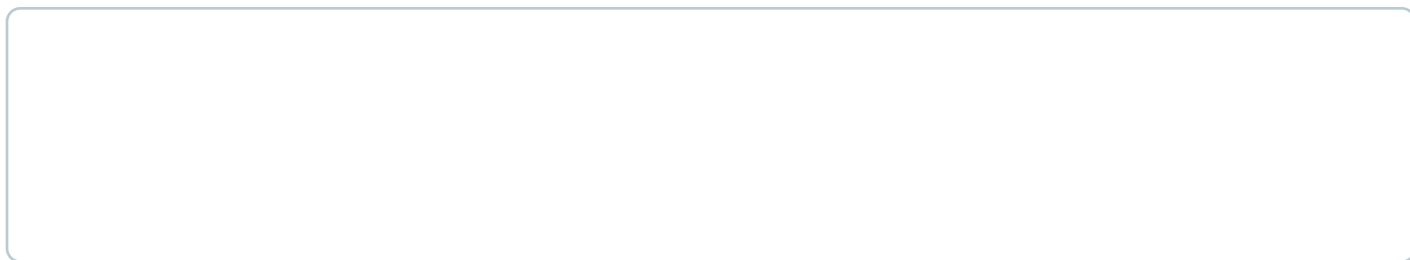
Use after G is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

Escucha. Mira mi boca. Adult: model one part, then blend the word. Child: point to the matching letters.

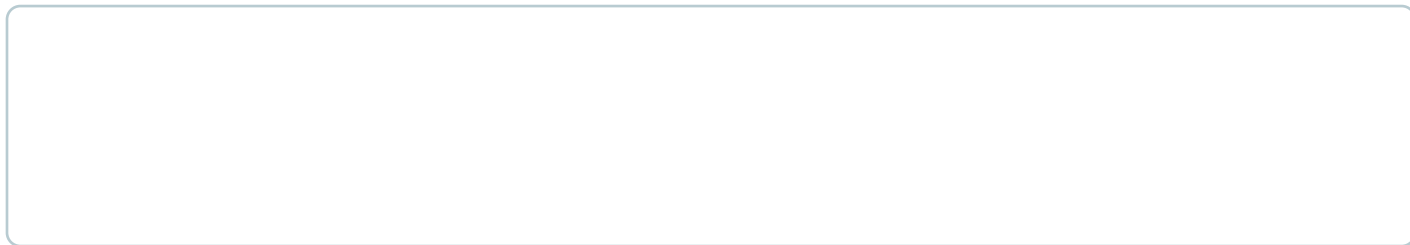
Do / Build, read, show

Build one word with tiles, or write it here.



Read your word. Act it out, draw it, or use it in a spoken sentence. For an article or connector, the adult supplies a meaningful context.

Show what your word means.



Teach

Ahora tú eres la profe. Show a toy how to read your word. Explain one letter you noticed. If needed, pause, isolate that part, model together, and try again.

A phrase to try with the adult: EL GATO MIRA LAS GOTAS.

One, more than one

Use the latest required stage shown. Model how adding S can change these words from one to more than one. These examples do not cover every Spanish plural rule.

OLA > OLAS

Available after A. Build both and show the difference.

ALA > ALAS

Available after A. Build both and show the difference.

MAPA > MAPAS

Available after P. Build both and show the difference.

MANO > MANOS

Available after N. Build both and show the difference.

Change one letter

OLA > ALA

After A: change one tile, reread, and explain both meanings.

PALO > PALA

After P: change one tile, reread, and explain both meanings.

PALO > PATO

After T: change one tile, reread, and explain both meanings.

LUNA > LANA

After U: change one tile, reread, and explain both meanings.

Small words, real meaning

LA OLA / LAS OLAS

After A: One wave, more than one wave.

EL OSO / LOS OSOS

After E: One bear, more than one bear.

MI MAPA / MIS MAPAS

After I: Read the phrases with the adult; show one map and more than one map.

NO ES MI PAN.

After N: The speaker says the bread is not theirs.

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.

Reading Together: Mini Readers, Cards & Play

Profe Sori / Planeta Moñipuchi

Eleven short guided readings, reusable word cards and practical meaning activities. The first reading uses captions; later readings use short sentences. Adult titles and directions may contain letters the child has not learned.

Read together

1. Check the last required letter. 2. Explain unfamiliar meanings and model tricky sound patterns. 3. Let the child read one uppercase line. 4. Invite a drawing, action or retelling. 5. Teach a toy how to read one useful word.

These are supported beginning readings, not independent fluency tests. No timer, scoring or mastery claim. Repeat a favorite text and stop while comfortable.

Print only what you need

Use US Letter at actual size. Adult handles cutting. Word cards are not toys for children who mouth small pieces. Use large handwritten cards instead when needed.

Olas al sol

Use after A. Known letters: S O L M A

Adult: read the title and directions. Child: read the uppercase lines with support.

LAS OLAS.

LAS ALAS.

LAS OLAS AL SOL.

LAS ALAS AL SOL.

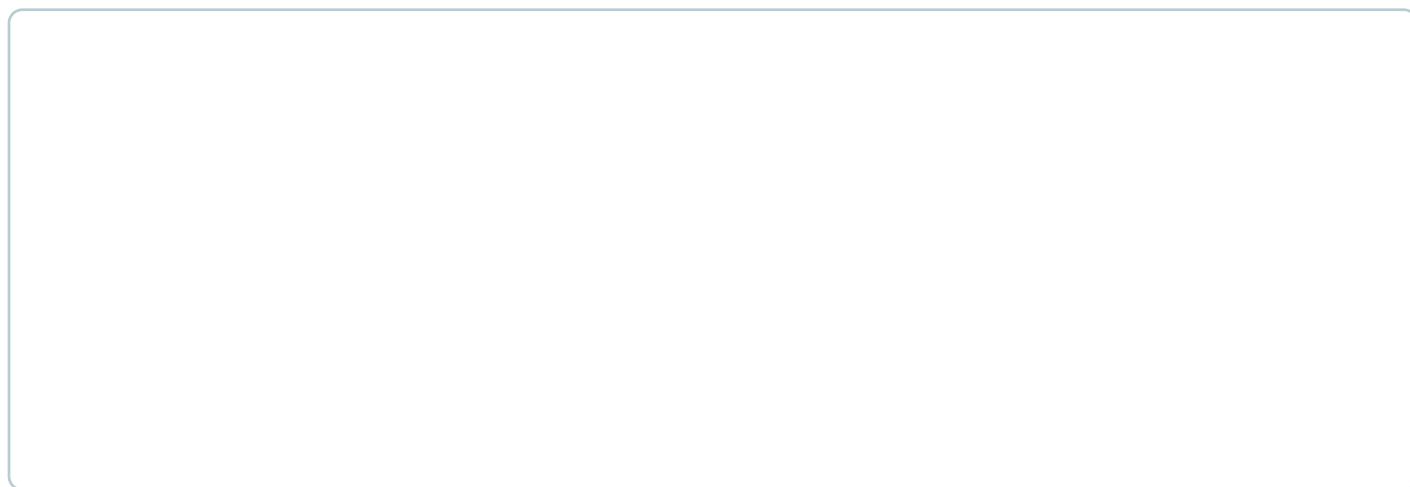
Talk together: Draw one wave and more than one wave. Point to the word that tells there is more than one.

Adult response guide: OLA is one wave; OLAS is more than one. LAS agrees with OLAS/ALAS. These are captions, not full sentences.

Read, show, teach

Return to *Olas al sol*. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

La sopa

Use after P. Known letters: S O L M A P

Adult: read the title and directions. Child: read the uppercase lines with support.

MAMÁ AMA A PAPÁ.

PAPÁ AMA A MAMÁ.

PAPÁ PASA LA SOPA.

MAMÁ PASA LA SOPA.

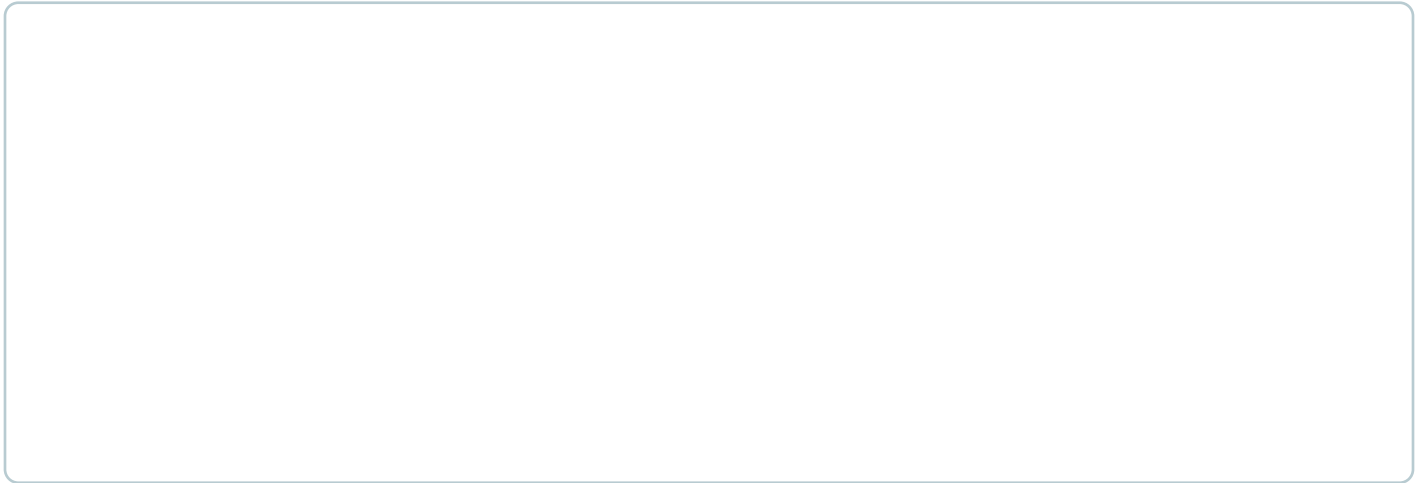
Talk together: Act out who passes the soup. Switch roles and read again.

Adult response guide: First PAPÁ passes the soup; then MAMÁ. Use any family figures or toys; explain the story characters without assumptions about the child's household.

Read, show, teach

Return to La sopa. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

El oso lee

Use after E. Known letters: S O L M A P R F E

Adult: read the title and directions. Child: read the uppercase lines with support.

EL OSO LEE.

LEE EL MAPA.

EL MAPA ES PARA EL OSO.

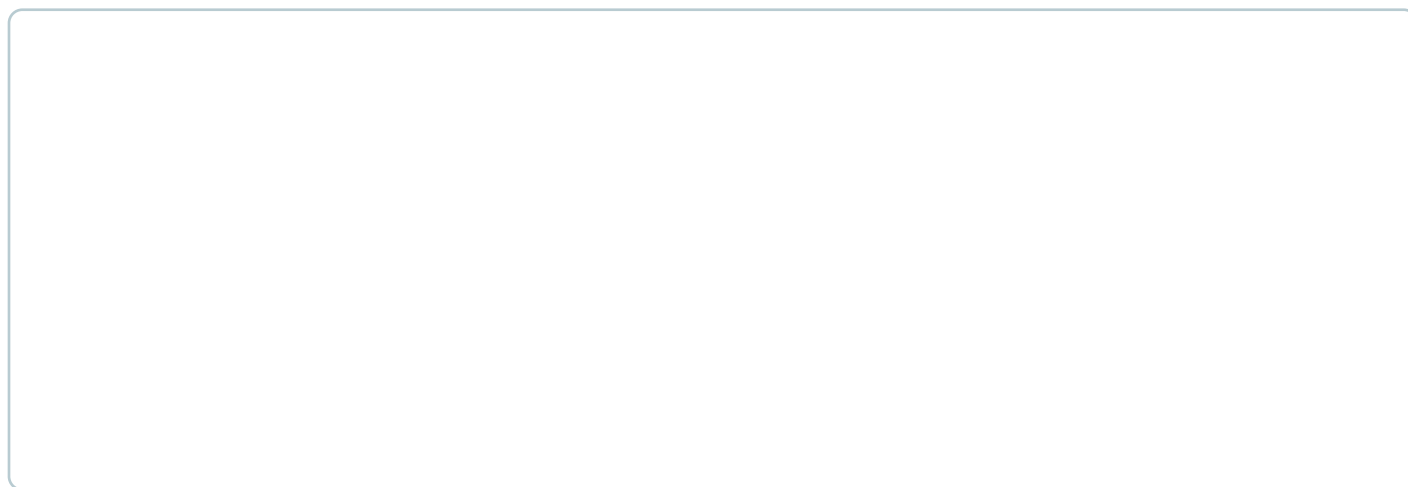
Talk together: What does the bear read? Point to the words that tell you.

Adult response guide: EL MAPA. PARA introduces who the map is for. Discuss a pretend bear who can read.

Read, show, teach

Return to El oso lee. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

Mi mapa

Use after I. Known letters: S O L M A P R F E I

Adult: read the title and directions. Child: read the uppercase lines with support.

MI MAMÁ MIRA EL MAPA.

MI PAPÁ MIRA EL MAR.

MIRA MIS PIES.

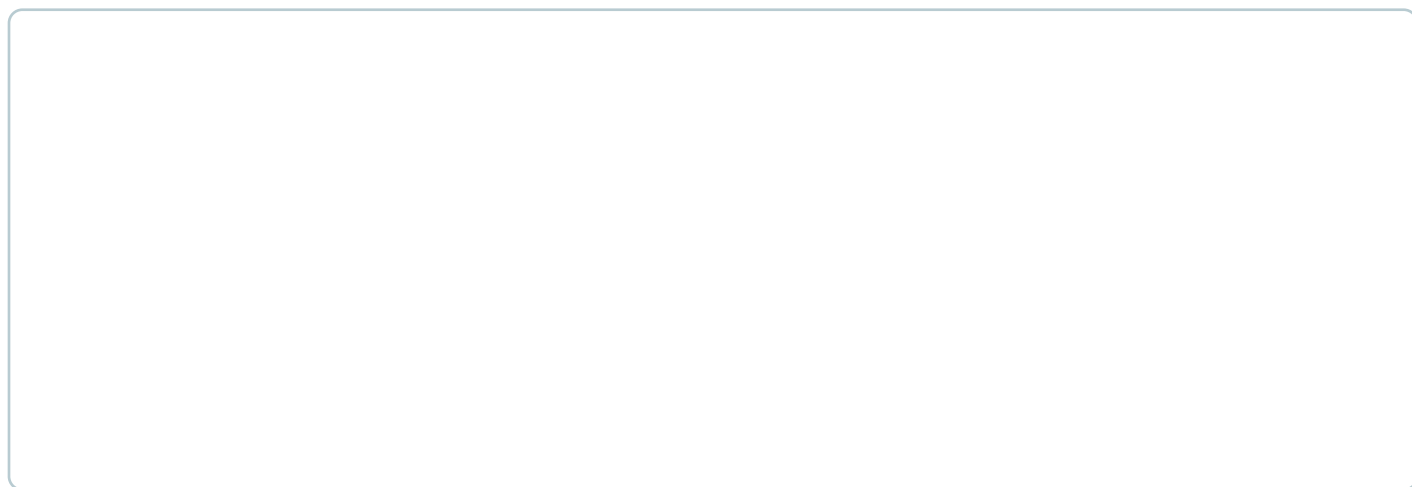
Talk together: Point to MAPA, MAR and PIES. Act out one line with the adult.

Adult response guide: MAPA is map, MAR is sea and PIES means feet. This is meaning practice; explicit accents and spelling wait until stage 4.

Read, show, teach

Return to Mi mapa. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

No es mi pan

Use after N. Known letters: S O L M A P R F E I N

Adult: read the title and directions. Child: read the uppercase lines with support.

LA NENA MIRA EL PAN.

NO ES MI PAN.

EL PAN ES PARA EL NENE.

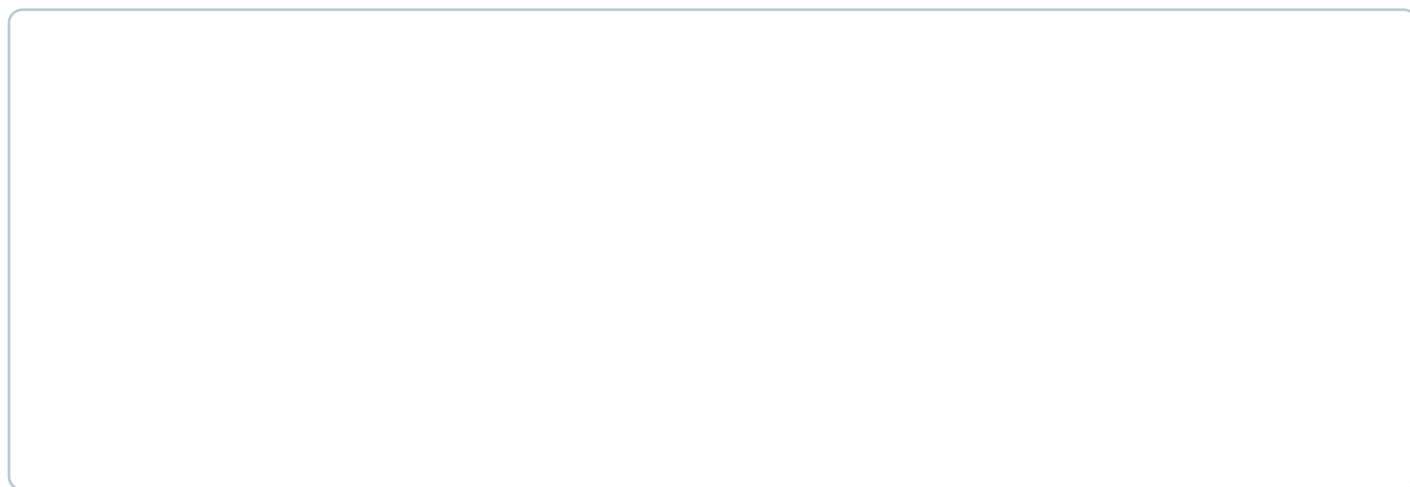
Talk together: Adult: let the girl say the second line. Who is the bread for?

Adult response guide: EL NENE. NO makes the statement negative. Let the child point or retell.

Read, show, teach

Return to No es mi pan. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

Una luna

Use after U. Known letters: S O L M A P R F E I N U

Adult: read the title and directions. Child: read the uppercase lines with support.

UN PUMA MIRA LA LUNA.

LA LUNA ES UNA.

EL PUMA MIRA UN PINO.

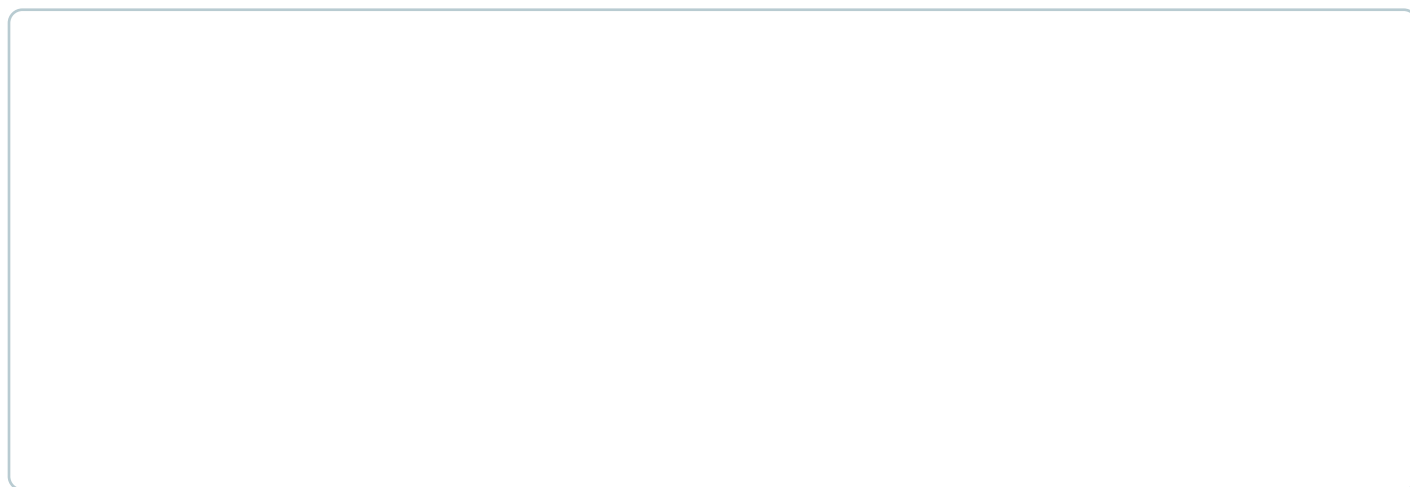
Talk together: What does the puma look at? Draw the moon and the pine tree.

Adult response guide: The puma looks at the moon and a pine tree. Point to LUNA and PINO.

Read, show, teach

Return to Una luna. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

El pato

Use after T. Known letters: S O L M A P R F E I N U T

Adult: read the title and directions. Child: read the uppercase lines with support.

EL PATO TOMA SOPA.

LA SOPA ESTÁ EN LA MESA.

TÚ MIRAS AL PATO.

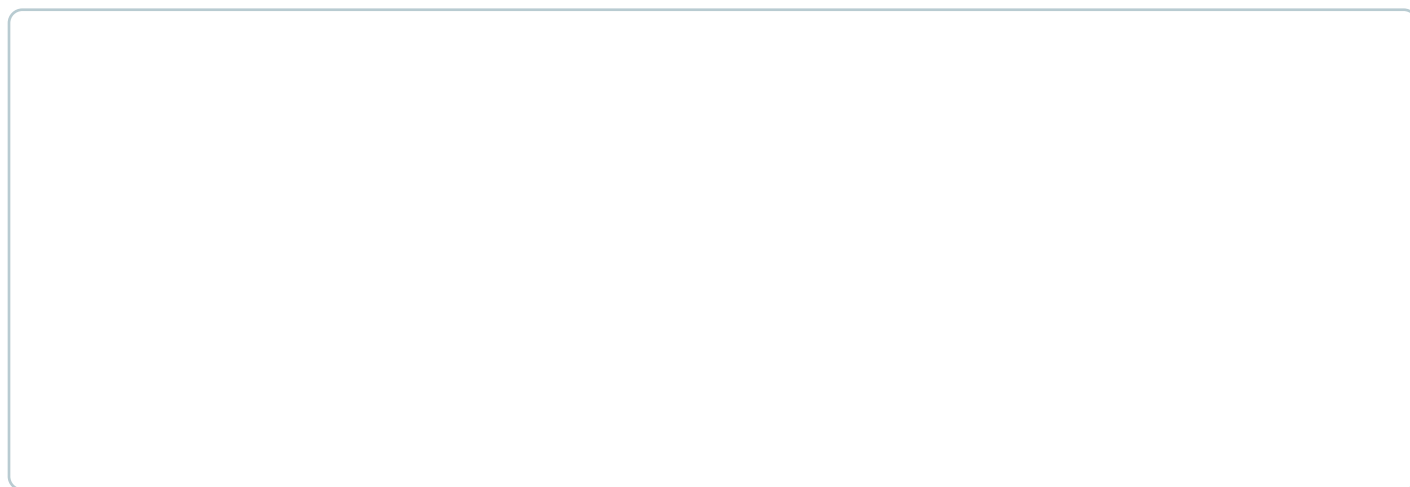
Talk together: Where is the soup? Find the line that tells you. Explain ESTÁ before the child reads it.

Adult response guide: EN LA MESA. TÚ addresses the reader. Model the stress in ESTÁ.

Read, show, teach

Return to El pato. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

Dos dados

Use after D. Known letters: S O L M A P R F E I N U T D

Adult: read the title and directions. Child: read the uppercase lines with support.

DAME DOS DADOS.

UN DADO ES PARA MAMÁ.

UN DADO ES PARA PAPÁ.

SON DOS DADOS.

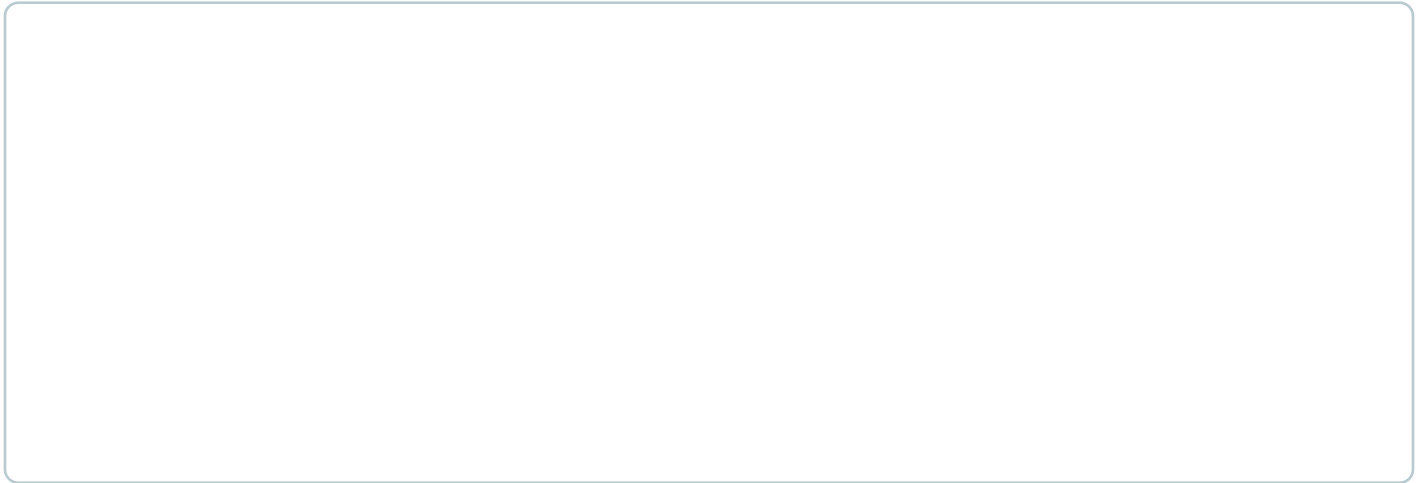
Talk together: Use two large paper dice drawings. Give one to each character. What does DOS tell us?

Adult response guide: There are two dice in total. DAME is a request. Do not use small loose objects with children who mouth them.

Read, show, teach

Return to Dos dados. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

En casa

Use after C. Known letters: S O L M A P R F E I N U T D C

Adult: read the title and directions. Child: read the uppercase lines with support.

EL NENE COME EN CASA.

COME SOPA CON PAPÁ.

LA SOPA ESTÁ EN LA MESA.

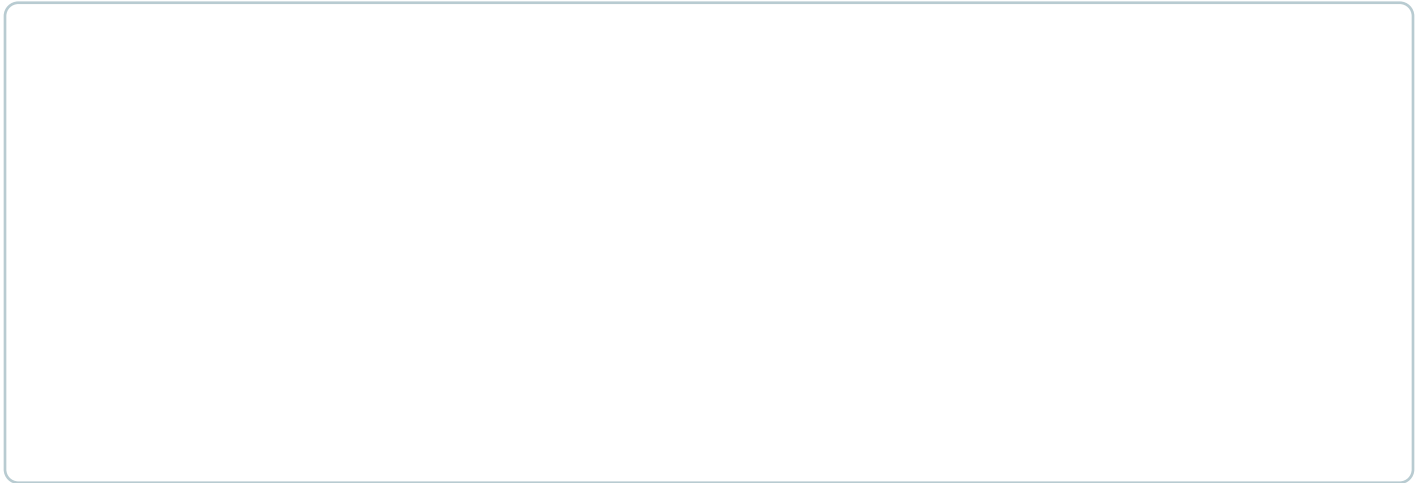
Talk together: Who eats with the boy? Point to CON and act out what it connects.

Adult response guide: PAPÁ. CON means with. CASA uses the C sound modeled for A/O/U.

Read, show, teach

Return to En casa. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

La bola

Use after B. Known letters: S O L M A P R F E I N U T D C B

Adult: read the title and directions. Child: read the uppercase lines with support.

EL BEBÉ MIRA LA BOLA.

LA BOLA ESTÁ EN UNA BOLSA.

MAMÁ TOMA LA BOLA.

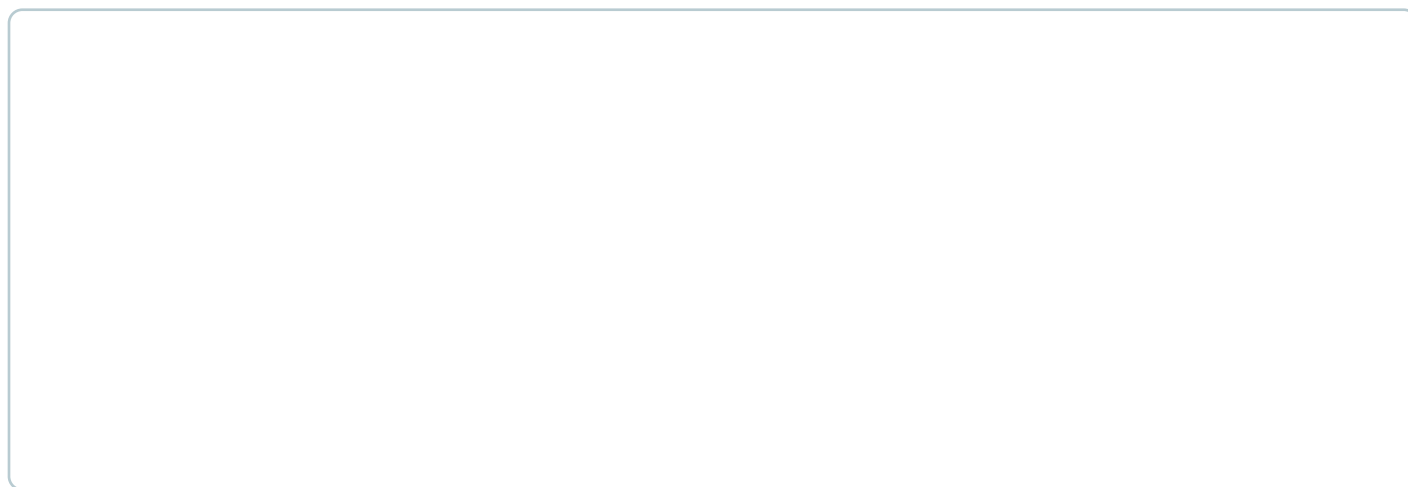
Talk together: Where is the ball? What does mamá do? Model BOLSA in two syllables if needed.

Adult response guide: The ball is in a bag; mamá takes it. BEBÉ retains its accent.

Read, show, teach

Return to La bola. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

Gotas en el lago

Use after G. Known letters: S O L M A P R F E I N U T D C B G

Adult: read the title and directions. Child: read the uppercase lines with support.

EL GATO MIRA EL LAGO.

UNA GOTA. DOS GOTAS.

LAS GOTAS CAEN EN EL LAGO.

AL GATO LE GUSTA EL AGUA.

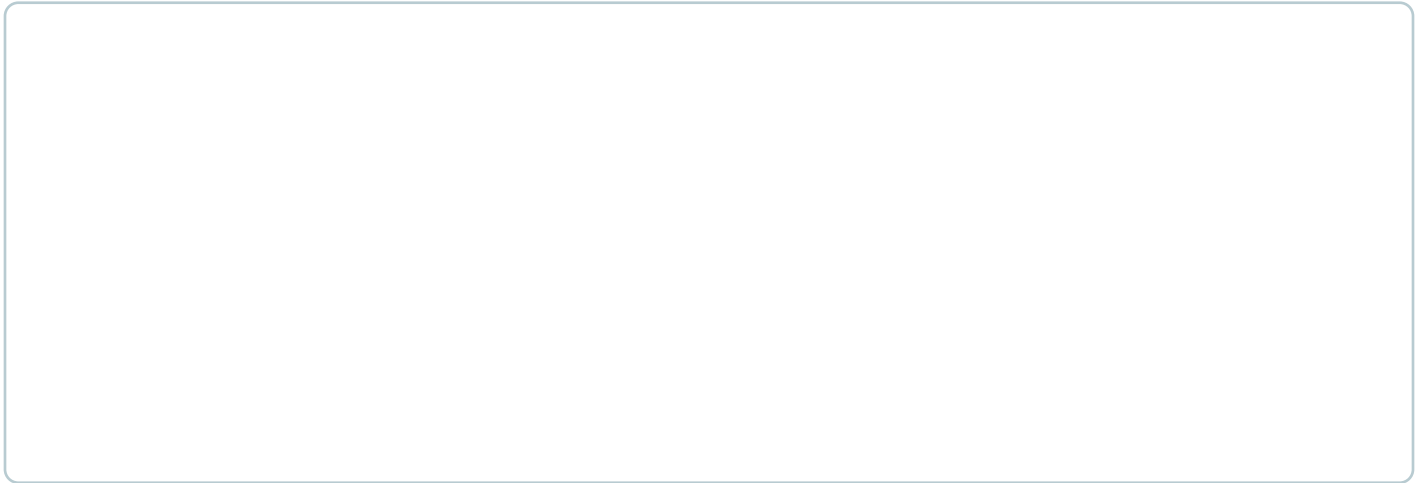
Talk together: Trace the drops with a finger as you read. Adult: model CAEN and AGUA before reading; both have adjacent vowels.

Adult response guide: The drops fall into the lake. The cat likes water in this story; animals can differ. Do not infer a universal fact about cats.

Read, show, teach

Return to Gotas en el lago. Point to a line and read it again. Choose a drawing, an action or an oral response; writing is optional.

Draw a part of the reading, or use this space to arrange words.



Say it in your own words

Cuéntame lo que pasa. Adult: read one line again if needed. Invite the child to point to the part that supports their response.

Teach one useful word

Choose a word. Build it with tiles, read it, and explain it to a toy. Adult: use a cue or model; return to the child acting.

Words you can move / A

Use after A. Adult: cut the cards. Choose a few to read and place in a phrase; not every combination makes sense. Print again for repeated words.

LA	LAS	LOS
OLA	OLAS	ALA
ALAS	SOL	MAMÁ
LO	SOLO	SAL

Words you can move / E

Use after E. Adult: cut the cards. Choose a few to read and place in a phrase; not every combination makes sense. Print again for repeated words.

EL	ÉL	ES
ESA	ESE	PAPÁ
SOPA	MAPA	MESA
PERA	LEE	PARA

Words you can move / N

Use after N. Adult: cut the cards. Choose a few to read and place in a phrase; not every combination makes sense. Print again for repeated words.

SI	SÍ	NO
MI	MÍ	MIS
EN	PAN	MANO
MANOS	MONO	MIRA

Words you can move / D

Use after D. Adult: cut the cards. Choose a few to read and place in a phrase; not every combination makes sense. Print again for repeated words.

UN	UNA	UNOS
UNAS	SU	SUS
TU	TÚ	DE
DEL	DOS	DAME

Words you can move / G

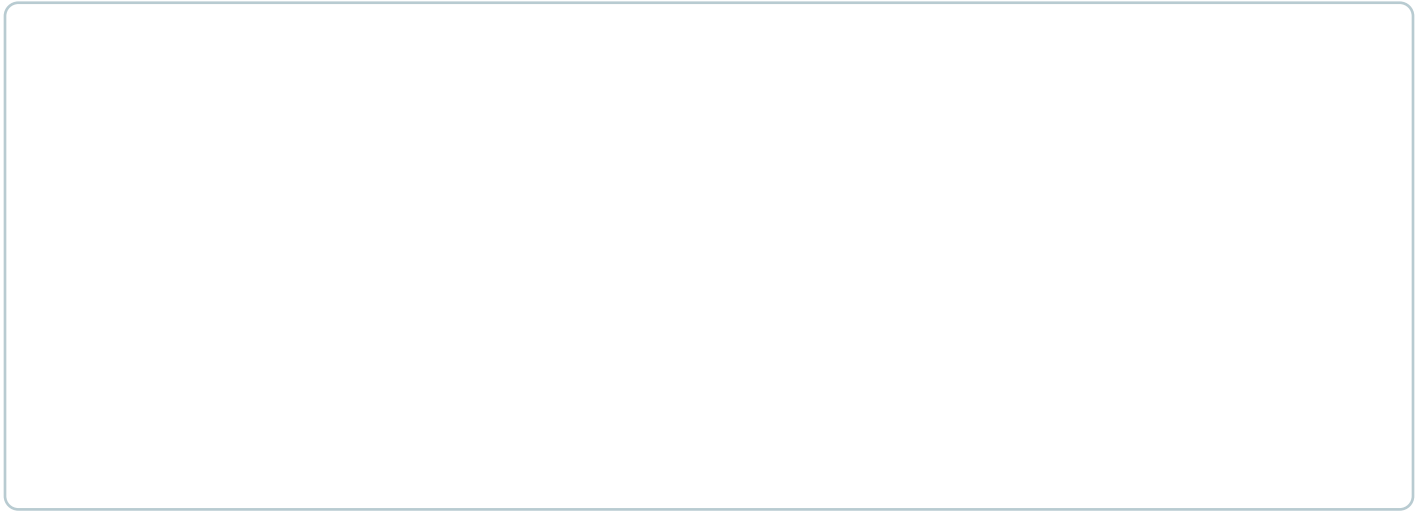
Use after G. Adult: cut the cards. Choose a few to read and place in a phrase; not every combination makes sense. Print again for repeated words.

CON	CASA	COME
BOLA	BEBÉ	GATO
GOTAS	LAGO	AMIGO
PATO	LUNA	NIDO

Match words to meaning

After A: prepare LA, LAS, OLA, OLAS, ALA, ALAS. Draw one wave, several waves, one wing and several wings. Read a word before matching it to a drawing. Use a spoken model if needed.

Draw your four meaning cards here.



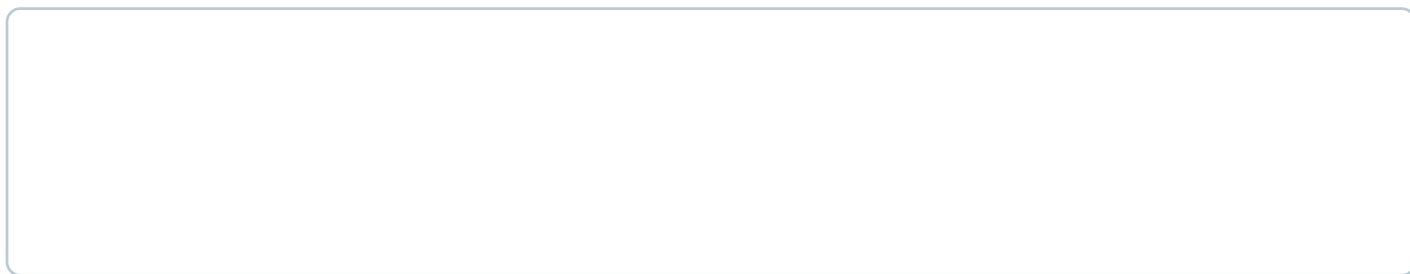
Teach-back: explain why LAS goes with OLAS. Later, repeat with EL OSO and LOS OSOS after E. This models these specific agreement patterns; it is not a complete grammar lesson.

Build a sentence that makes sense

After N: write MAMÁ, MIRA, EL, PAN on four large cards. Read each card, arrange the sentence, then reread. Keep the model visible at first.

MAMÁ MIRA EL PAN.

Arrange cards here.



Replace MAMÁ with PAPÁ. Then add NO before MIRA. Act out each version and discuss what changes. Finish with a period.

PAPÁ NO MIRA EL PAN.

Adult: demonstrate word spacing and sentence order. A child may point or move cards rather than write.

Read and answer

After N: adult introduces the question marks and reads the question naturally. They mark a question; they are not letter sounds.

¿MAMÁ MIRA EL PAN?

SÍ. / NO.

Use toys to make each answer true. The adult supplies the correctly spelled response card. Read one short line together.

MAMÁ MIRA EL PAN.

The child reads and shows the meaning. Do not compare SI and Sí or ask for spelling rules here. That explicit lesson is in stage 4, after lowercase and cursive.

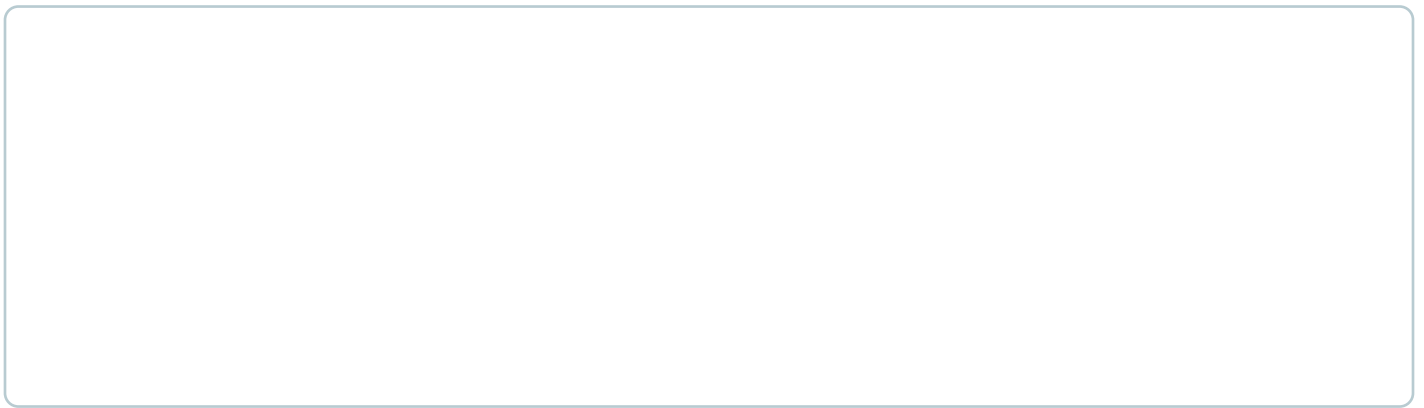
A small word hunt

Choose a stage you have reached. Lay out 4-6 word cards from that stage or earlier. Adult: model one word. Child: read each option before selecting it. Avoid choosing only from a picture clue.

Change the invitation

Find a word that means more than one. Find a word you can act out. Build a word with a repeated letter. Read two words that differ by one letter. Teach someone why one card fits your invitation.

Keep your favorite word or drawing here.



No points, races or elimination. Keep the cards visible, offer help and invite the child to create the next prompt.

Adult language references

Spelling notes follow standard Spanish usage. The uppercase word bank preserves written accents. Grammar and meaning notes support an adult model; they are not claims of independent readability.

RAE / ASALE, Ortografía básica de la lengua española: <https://www.rae.es/ortografia-basica>

FundéuRAE, mi/mí, si/sí: <https://www.fundeu.es/consulta/mimi-y-sisi-484/>

The word bank is a curated selection of 251 distinct spellings, including inflected forms, not 251 separate vocabulary concepts. It does not claim to list all Spanish words possible with these letters.

Publisher review edition - September 2026. Pedagogical sign-off, final sales terms and final pricing remain pending. Scholarship eligibility is determined by the funding organization. Support: kinderbraindev@gmail.com.

Stage 2 / Lowercase connections

Uppercase > Lowercase > Cursive > Accents and correct spelling

Begin after the child has worked with the uppercase sequence. Revisit the same letters in the same order, now matching the small printed form to its familiar capital. This is not a new timed course or a test of all earlier work.

Break > Name > Do > Teach

Break: show one uppercase/lowercase pair. Name: the parent models the familiar sound. Do: match, trace, copy if comfortable, and read a familiar word. Teach: show a toy how two shapes represent the same letter.

Keep support responsive

Observe > Show thinking > Diagnose > Isolate > Scaffold > Child acts > Verify > Extend > Teach back. Pause, cue, isolate one part, model together, let the child act, and try one similar example. No score, streak or mastery label.

What comes next

Cursive comes after this lowercase stage. Explicit stress, accent contrasts and spelling corrections wait until stage 4. Adult models always keep correct spelling. The child may point or move cards rather than write.

01 / S and s

A large capital letter 'S' and a large lowercase letter 's' are displayed side-by-side in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five capital letters 'S' are displayed in a row in a light gray color, intended for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

At S, match shapes and sound. Do not add a vowel word task before O.

Teach-back: show someone the two forms and explain what stayed the same.

02 / O and o



Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try



Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

OSO oso

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

03 / L and l

L l

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

l l l l l

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

SOL sol

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

04 / M and m

M m

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

m m m m m

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

LOMO lomo

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

05 / A and a

The image shows a large capital letter 'A' followed by a large lowercase letter 'a' in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Printed a and g can appear in different shapes across fonts. This page uses the printed shape shown. Model this form first; compare another form later without treating it as a different sound.

Trace, then try

The image shows five lowercase letters 'a' in a light gray color, arranged horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The image shows the letters 'LA' in a large, bold, dark teal font, followed by the letters 'la' in a smaller, dark teal font.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

06 / P and p

P p

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

p p p p p

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

PALA pala

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

07 / R and r

R r

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

r r r r r

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

ARO aro

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

08 / F and f



Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try



Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.



Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

09 / E and e

E e

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

e e e e e

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

EL el

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

10 / I and i



Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try



Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

SI si

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

11 / N and n

The image shows the uppercase letter 'N' and the lowercase letter 'n' in a large, bold, dark blue font. The 'N' is on the left and the 'n' is on the right, with a significant gap between them.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

The image shows five lowercase 'n' characters in a light gray font, arranged horizontally. Below them are two horizontal lines for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The image shows the words 'NO' and 'no' in a large, bold, dark blue font. 'NO' is in all caps and 'no' is in lowercase, with a significant gap between them.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

12 / U and u

A large uppercase 'U' and a large lowercase 'u' are displayed side-by-side in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five lowercase 'u' letters are shown in a light gray color, spaced out horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The word 'un' is shown in two forms: a large uppercase 'UN' and a lowercase 'un', both in a dark teal color.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

13 / T and t

A large, bold, dark teal capital letter 'T' is followed by a large, bold, dark teal lowercase letter 't'.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five lowercase 't' letters in a light gray font, arranged horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

A large, bold, dark teal capital 'T' followed by a large, bold, dark teal capital 'U' is followed by a large, bold, dark teal lowercase 't' followed by a large, bold, dark teal lowercase 'u'.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

14 / D and d

Large, bold, dark teal letters 'D' and 'd' are displayed side-by-side.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five lowercase 'd' letters are shown in a light gray font for tracing practice. Below them are two horizontal lines for independent writing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

Large, bold, dark teal letters 'DE' and 'de' are displayed side-by-side.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

15 / C and c

A large capital letter 'C' and a lowercase letter 'c' are displayed side-by-side in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five capital letters 'C' are displayed in a row in a light gray color, intended for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The word 'CON' in capital letters and 'con' in lowercase letters are displayed side-by-side in a dark teal color.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

16 / B and b

B b

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

b b b b b

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

BOLA bola

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

17 / G and g

G g

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Printed a and g can appear in different shapes across fonts. This page uses the printed shape shown. Model this form first; compare another form later without treating it as a different sound.

Trace, then try

g g g g g

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

GATO gato

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

Read the same words in two forms

Use after the letters in each word have been revisited in lowercase. Adult: model one pair and invite the child to match the others.

SOL sol

LAS OLAS las olas

MI MANO mi mano

EL GATO el gato

Build a familiar word twice on paper cards: once in uppercase and once in lowercase. Match the letters. Move to cursive when these lowercase forms are familiar enough for a comfortable supported activity.

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.

Beginning Cursive Handwriting Workbook

Handwriting and fine-motor practice

Introduce continuous writing movements, lowercase cursive forms and simple joins with adult demonstration and spacious practice.

Parent-led. Child-active.

Profe Sori / Planeta Moñipuchi

Approximately 5–8 years; beginning cursive writer

Printable PDF | US Letter | modeled writing and practice lines

Publisher: Kinder Brain Development

SKU: KBD-HW-BC-001

Support: kinderbraindev@gmail.com

Review edition - September 2026. For household review and supplier evaluation. Not a statement of scholarship approval. Final price and commercial terms are not yet set.

Before you begin

Starting point: Ready to copy simple strokes and recognize the letters being practiced

Learning objectives

- Use a comfortable writing position and controlled movements
- Follow an adult's model to form lowercase cursive letters
- Keep letters on a baseline and explore consistent size
- Join familiar letters into short words and explain a movement

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.

A beginning lowercase cursive workbook, not a complete penmanship course. Uppercase-first remains the reading approach; cursive is a separate later writing path. No printed shipment or pencils.

Scope and sequence

Prepare

Relaxed grip, comfortable paper angle, large air movements, curves and loops.

Small forms

i u t; a c d g q; e l h b k f; n m r v w y; o s p j x z; ñ.

Join

Practice connecting familiar letters in mi, sol, luna, mano and casa.

Use

Copy a short phrase, try it independently and teach one useful stroke.

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.

A comfortable start

Cursive is a later writing path. Keep the uppercase-first approach for beginning reading. Practice lowercase here only when the child recognizes the corresponding letters and is ready for small controlled movements.

Support the feet, relax the shoulders and place the paper at a comfortable angle. Let either hand write. Start with a finger in the air, then a large paper movement, and finally a short pencil attempt.

Model before tracing

Use the model letters as a visual guide, not as a substitute for a live stroke demonstration. Show one movement slowly and invite the child to describe it. Letter styles vary; use a consistent adult model.

Warm-up invitations

Draw a rising curve, a rounded turn and a gentle loop. Use the blank lines below. Repeat only while comfortable.

Letter family: i u t

Short rising strokes. Return to the baseline. Add dots and crosses after the main movement.

i u t

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

i u t

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: a c d g q

Begin with a curved form. Notice which letters rise above or descend below the main letter body.

a c d g q

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

a c d g q

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: e l h b k f

Explore entry curves and taller loops. Model one letter at a time; compare the height of e and l.

e l h b k f

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

e l h b k f

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: n m r v w y

Notice repeated humps and turns. Let the adult demonstrate changes of direction slowly.

n m r v w y

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

n m r v w y

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: o s p j x z

Compare rounded forms, descenders and crossing movements. These letters need individual models.

o s p j x z

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

o s p j x z

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: ñ

Build n, then add the tilde above it. Keep the tilde separate from the next letter.

ñ

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

ñ

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Join familiar letters: mi

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

mi

Trace gently, then try your own version.

mi mi

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: sol

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

sol

Trace gently, then try your own version.

sol sol

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: luna

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

luna

Trace gently, then try your own version.

luna luna

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: mano

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

mano

Trace gently, then try your own version.

mano mano

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: casa

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

casa

Trace gently, then try your own version.

casa casa

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

A small phrase

Adult: read the phrase aloud. Child: watch, trace, then try it with the model visible.

mi mano

mi mano

The printable model uses Playwrite ES, an openly licensed handwriting font. Model style needs the publisher's final pedagogical review.

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.

Stage 4 / Accents and spelling

Uppercase > Lowercase > Cursive > Accents and correct spelling

This stage follows uppercase, lowercase and cursive. It introduces explicit spelling attention. Earlier printed words were always correctly spelled, but the child was not asked to learn accent rules.

One correction at a time

First notice the letters, then syllable parts, then stress, then a written accent when needed. The parent says the word naturally and shows a correct model. Ask the child to compare one feature, act, and teach it back. Do not mark an entire page of errors at once.

Bounded introduction

These activities introduce selected familiar examples, not all Spanish accentuation rules. Use oral responses, letter tiles or copying. No scoring, speed target or mastery claim. Continue the two teaching loops and correction ladder from the parent guide.

Hear the strong part

Adult: say each word naturally. Clap or tap its syllables, then say it naturally again. Invite the child to point to the stronger part. A written accent marks the stressed vowel in these accented examples.

MAMÁ

Adult model: ma-MÁ. Keep the complete printed word correctly spelled.

PAPÁ

Adult model: pa-PÁ. Keep the complete printed word correctly spelled.

BEBÉ

Adult model: be-BÉ. Keep the complete printed word correctly spelled.

MESA

Adult model: ME-sa. Keep the complete printed word correctly spelled.

Not every stressed syllable has a written accent. Do not add an accent merely because you hear stress.

Yes or if?

SÍ. NO.

Sí means yes. SI can mean if. The accent distinguishes these uses in writing. Adult: explain the meaning before asking the child to compare the forms.

SI MAMÁ LEE, PAPÁ MIRA.

Complete with SI or SÍ using the model:

1. ____, MAMÁ LEE.
 2. ____ MAMÁ LEE, PAPÁ MIRA.
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-

Adult guide: 1 SÍ; 2 SI. These are two meaning contexts, not a rule about every stressed monosyllable.

Small marks, different jobs

EL OSO / ÉL LEE.

EL means the; ÉL means he. Adult: act out or explain both phrases.

MI PAN / PARA MÍ

MI means my; MÍ means me in this phrase. Adult: act out or explain both phrases.

TU MAPA / TÚ MIRAS.

TU means your; TÚ means you. Adult: act out or explain both phrases.

Choose one pair. Copy it with the model visible, then explain its meaning.

Keep the accent in capitals

A capital letter keeps a required accent. Read each pair with the adult. Copy one pair, check the letters, then check the written accent.

MAMÁ mamá

PAPÁ papá

BEBÉ bebé

DÍA día

Do not remove an accent when changing letter case. Do not require every pair in one sitting.

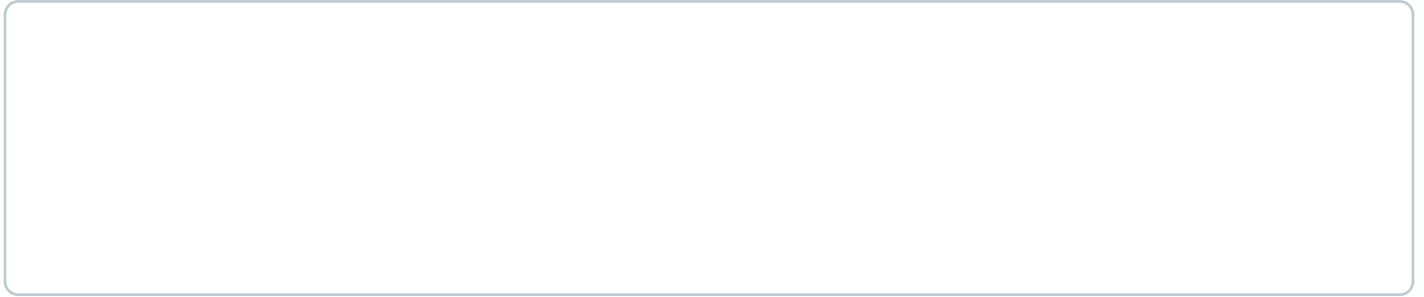
Put the letters in order

Adult: say OLA. Child: arrange O, L and A from left to right. Compare with the model before writing. Say the complete word naturally.

OLA OLAS

Add S to show more than one wave. Build LA OLA and LAS OLAS. Read both and explain the meaning.

Build, copy or draw here.



If a letter is missing or reversed in order, isolate that one part and rebuild. Only then attend to another feature. OLA means a wave; the greeting HOLA uses H and belongs to a later H lesson.

Notice, repair, teach

Copy one correctly spelled word from this page, cover your copy, and tell the adult which letters you used. Compare your copy with the model; choose one feature to repair if needed.

MAPA MAMÁ BEBÉ

Letters

Point to each written letter in order.

Syllables

Say the word in natural parts, then together.

Stress and accent

Listen to the parent's model. Notice a written accent if the word has one.

Teach

Explain what you checked. A helpful explanation matters more than a page of repeated copying.

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.