

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

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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

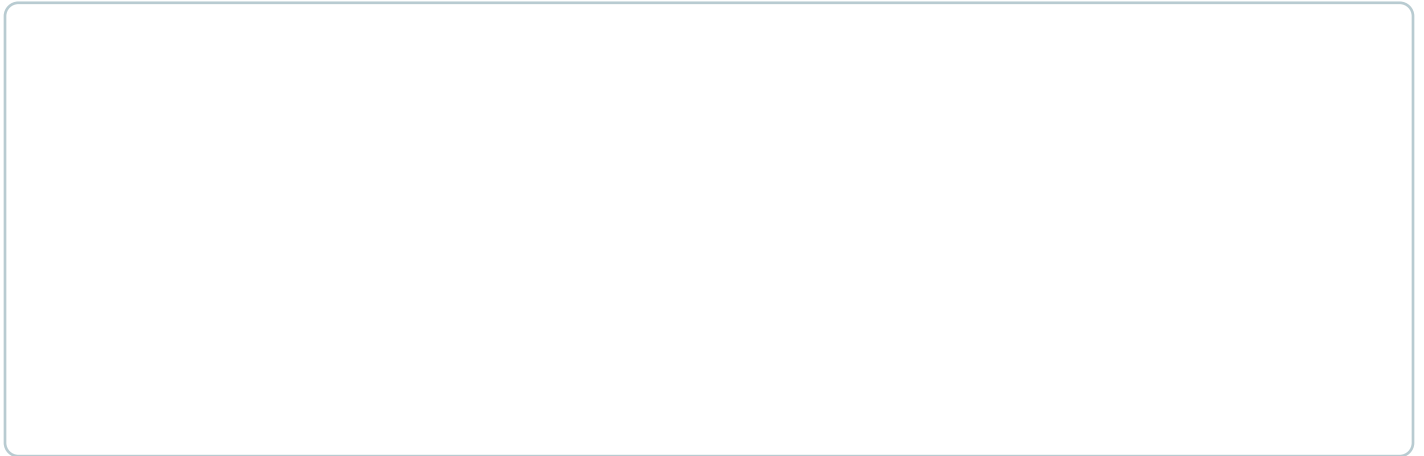
Say the target sound. Invite the child to show which letter makes it. Use only the letters already introduced. The parent reads all instructions.

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.



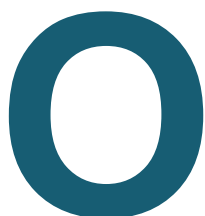
Teach

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.



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.

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.

T

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.

T T T T T

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.