

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.

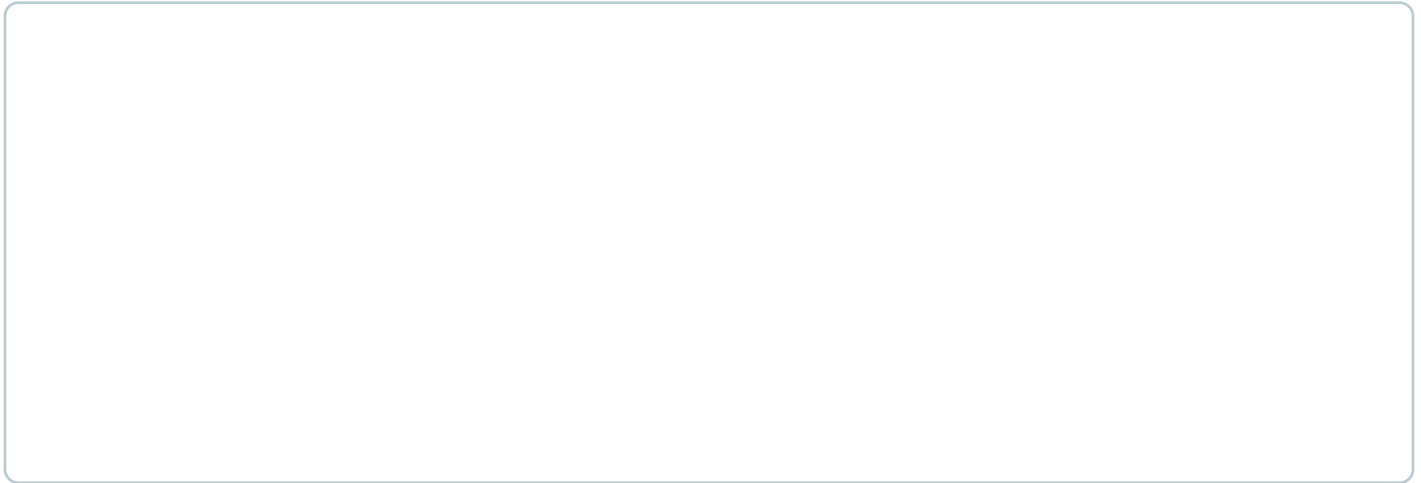
Talk together: Draw one wave and more than one wave. Point to the word that tells there is more than one.

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.

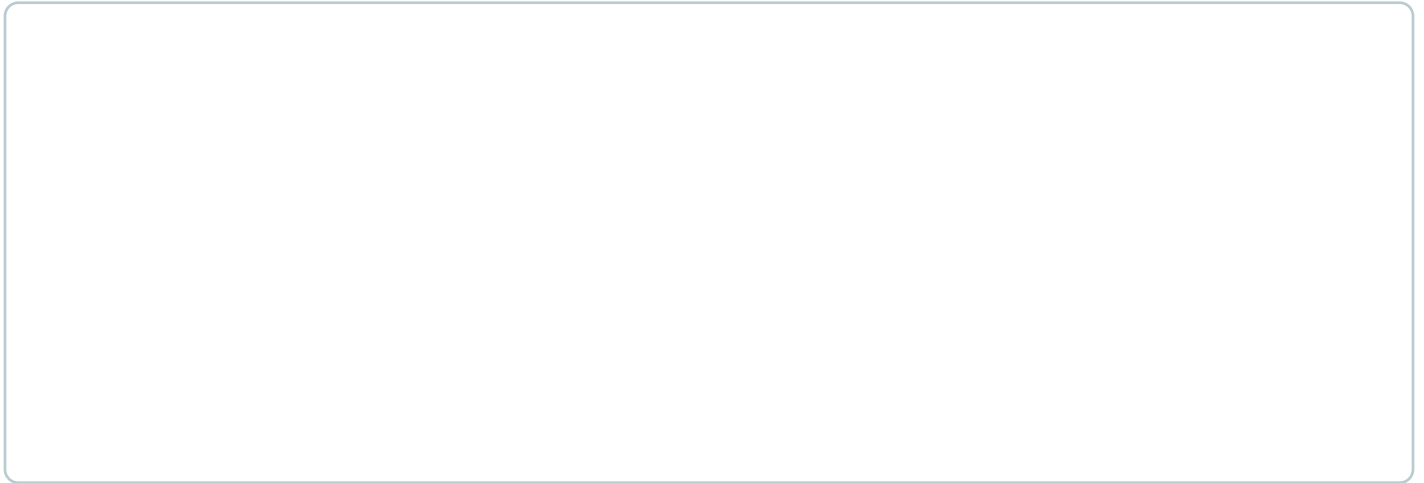
Talk together: Act out who passes the soup. Switch roles and read again.

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.

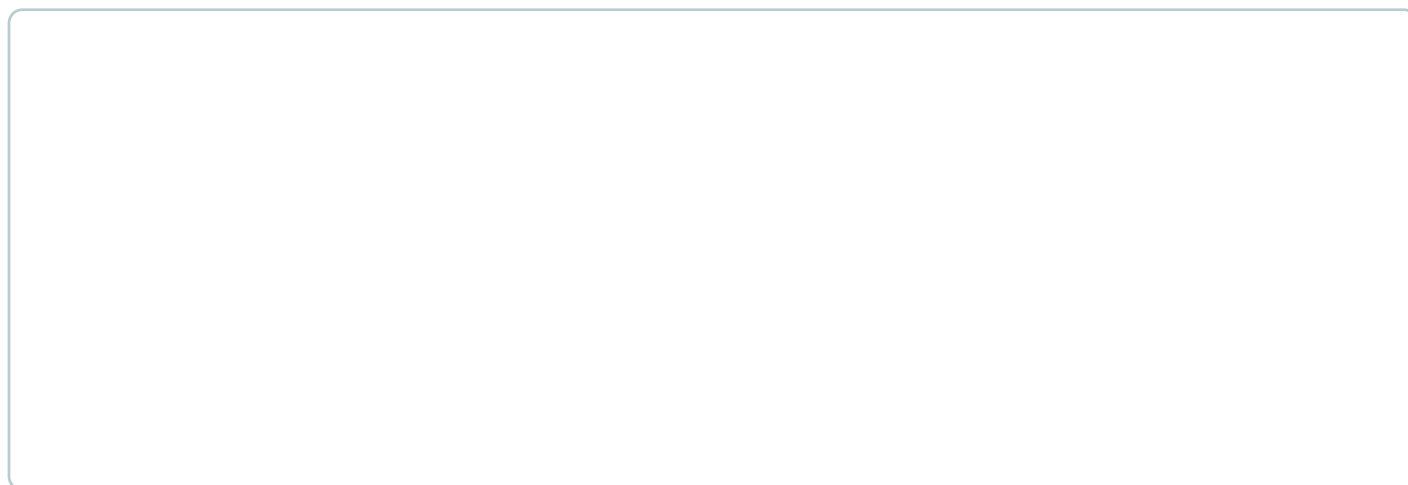
Talk together: What does the bear read? Point to the words that tell you.

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.

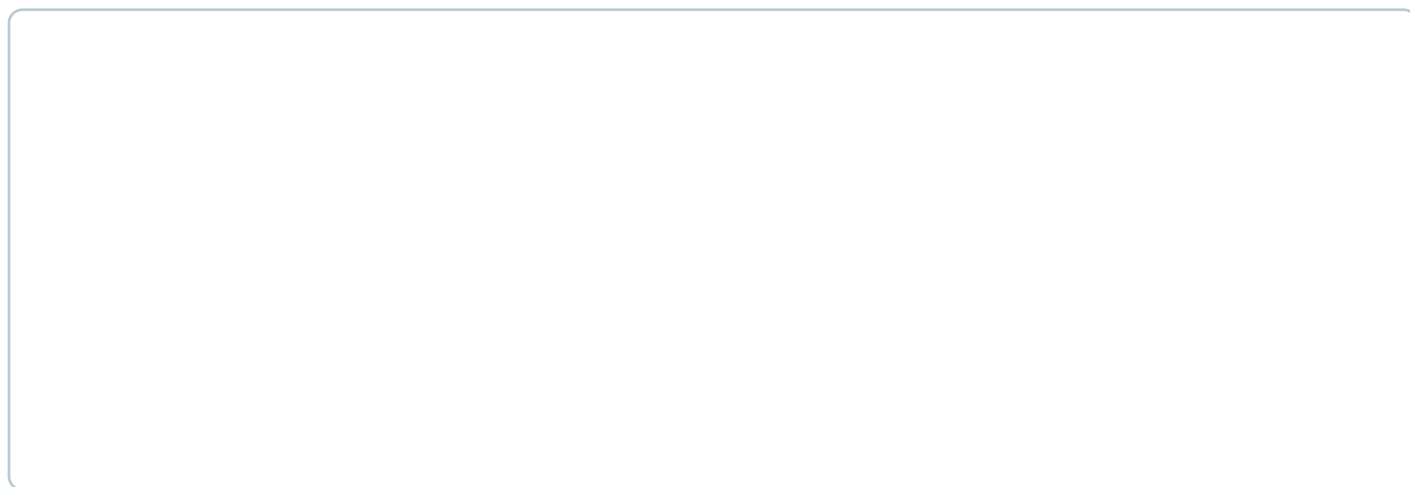
Talk together: Point to MAPA, MAR and PIES. Act out one line with the adult.

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.

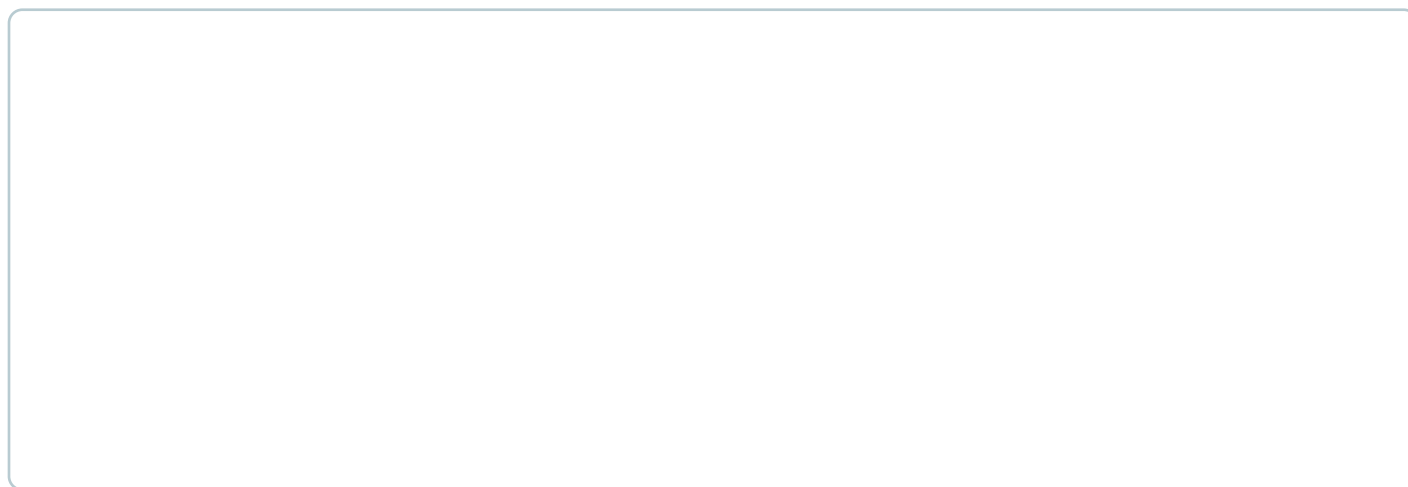
Talk together: Adult: let the girl say the second line. Who is the bread for?

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.

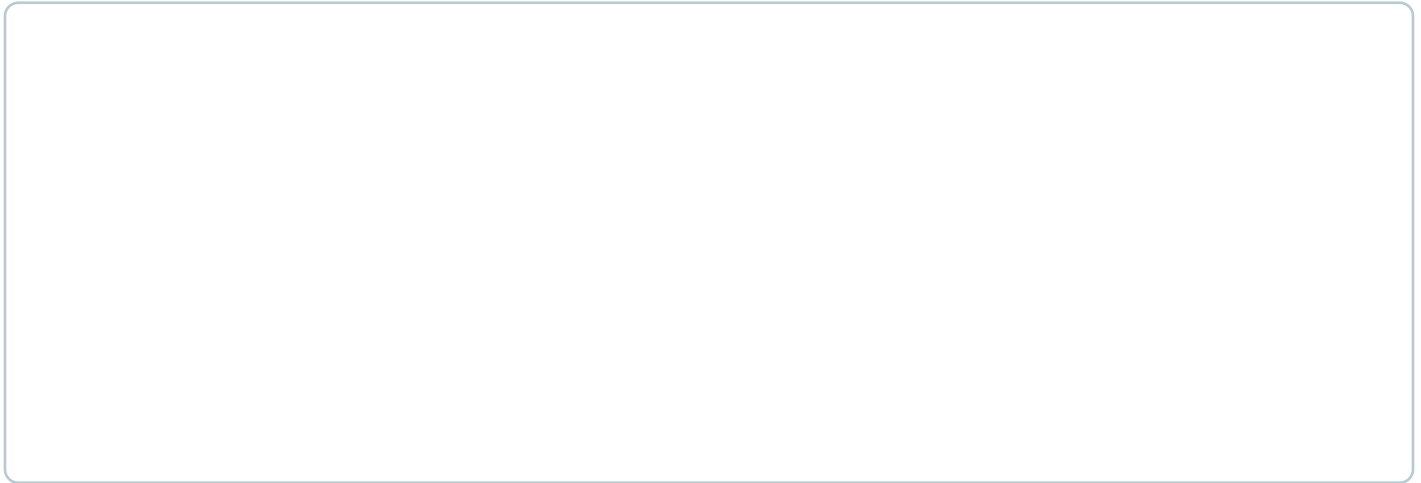
Talk together: What does the puma look at? Draw the moon and the pine tree.

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.

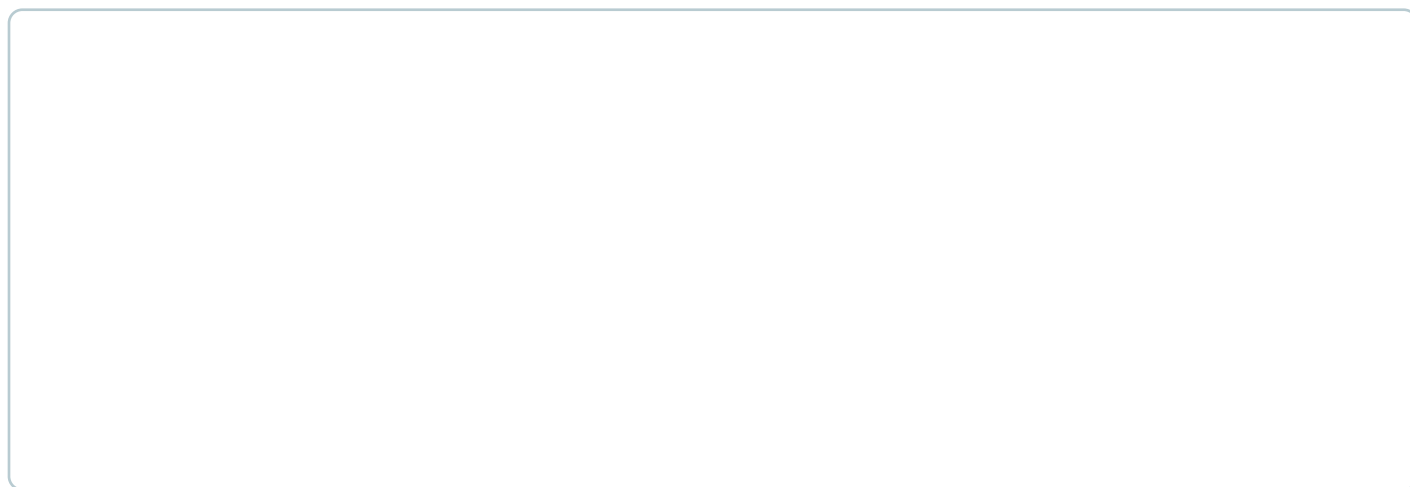
Talk together: Where is the soup? Find the line that tells you. Explain ESTÁ before the child reads it.

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.

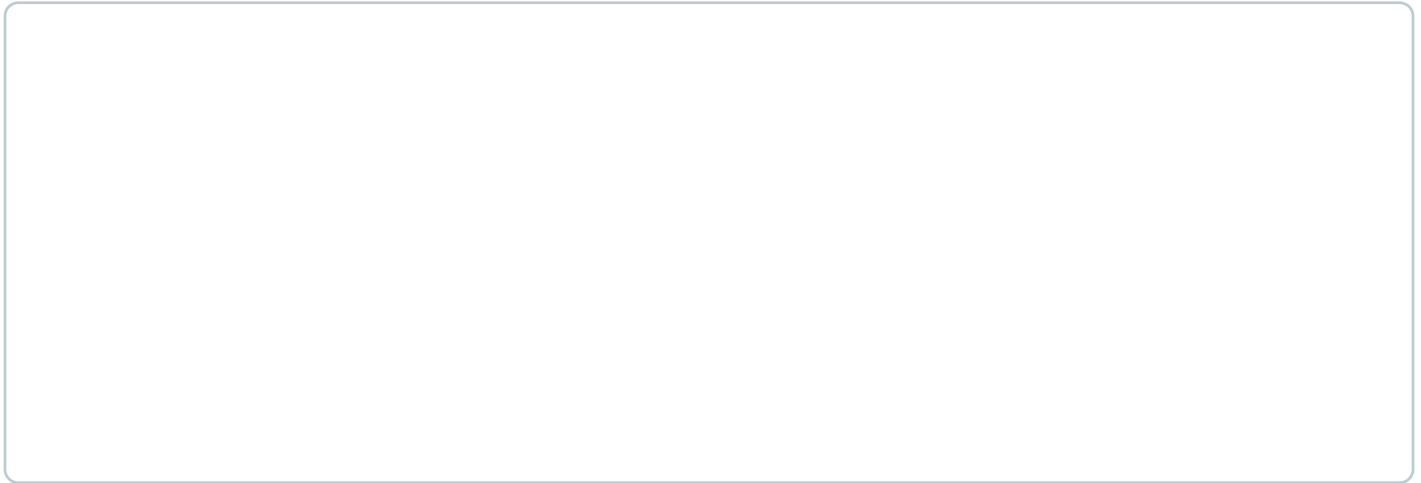
Talk together: Use two large paper dice drawings. Give one to each character. What does DOS tell us?

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.

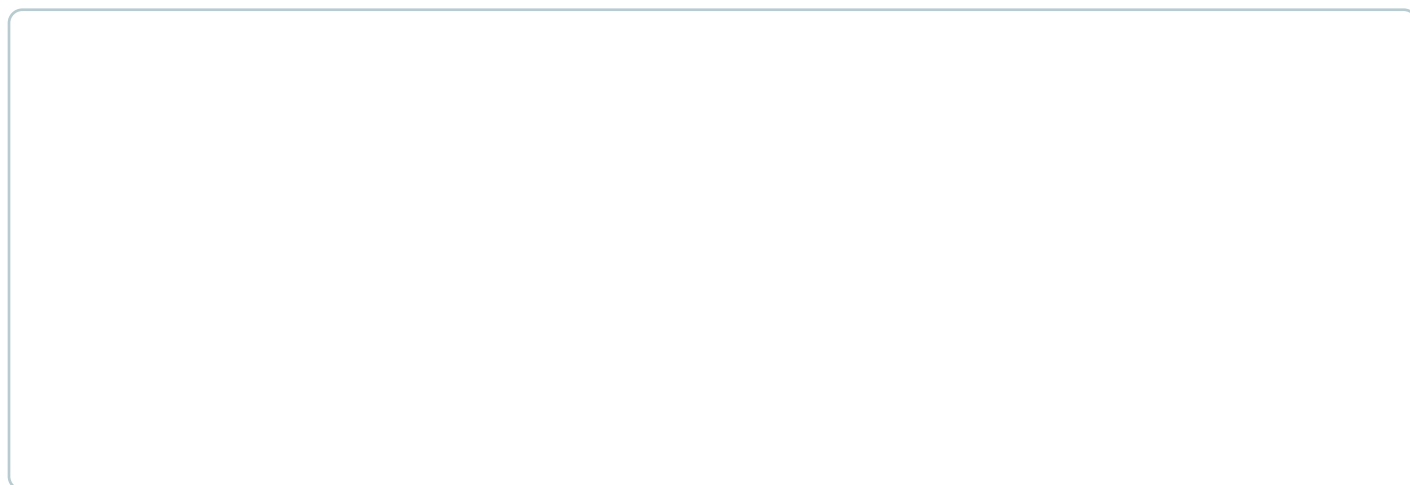
Talk together: Who eats with the boy? Point to CON and act out what it connects.

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.

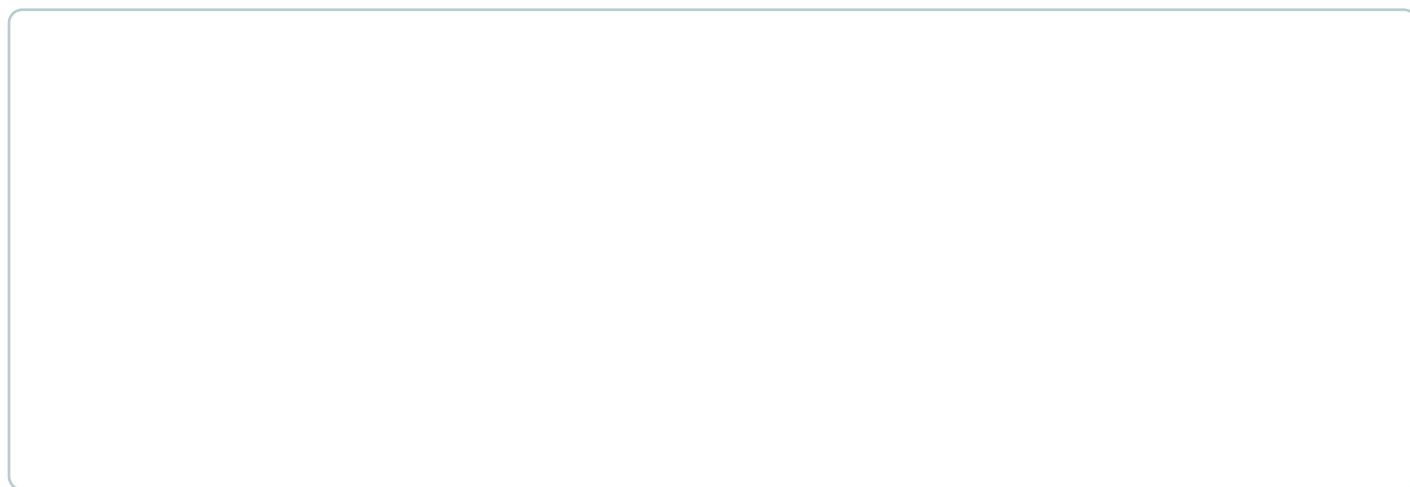
Talk together: Where is the ball? What does mamá do? Model BOLSA in two syllables if needed.

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.

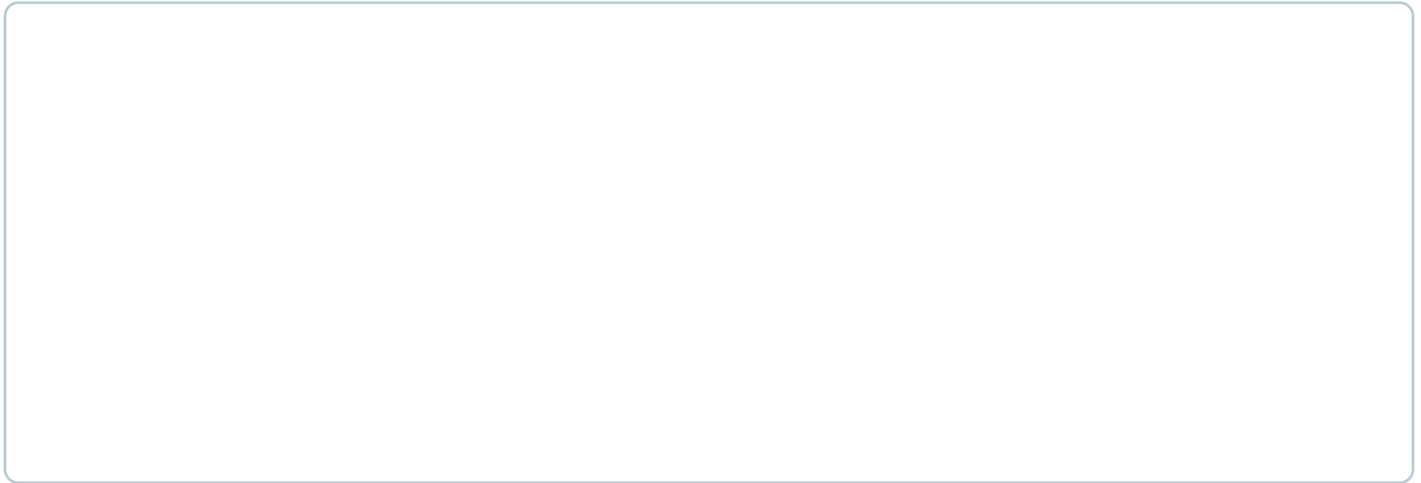
Talk together: Trace the drops with a finger as you read. Adult: model CAEN and AGUA before reading; both have adjacent vowels.

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

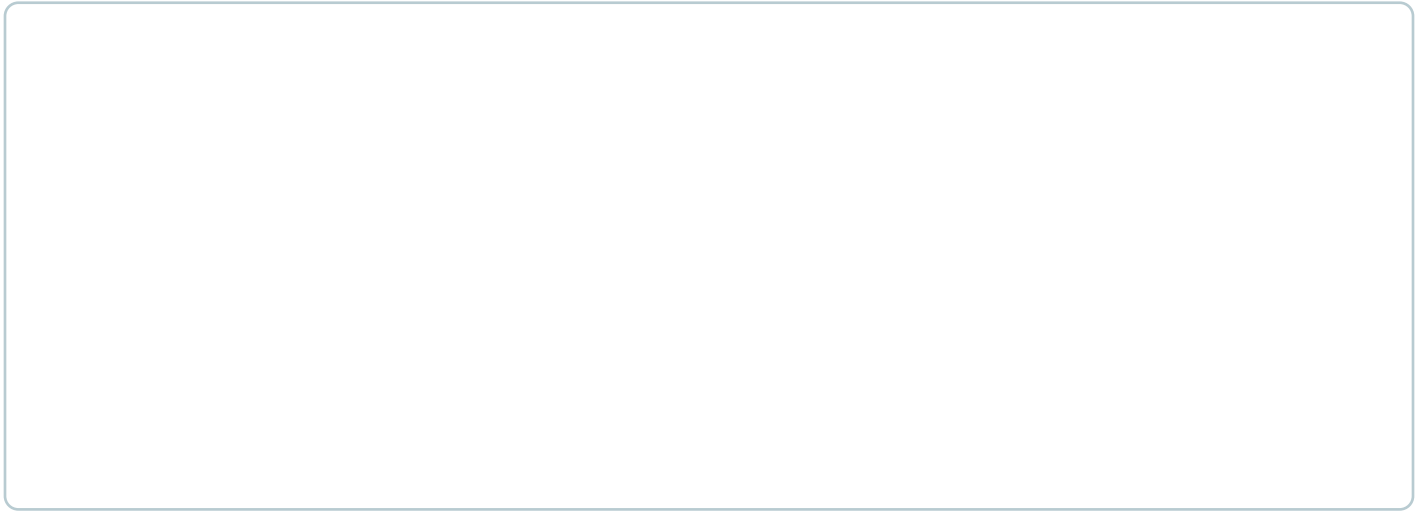
Use after G. Adult: cut the cards. Choose a few to read and place in a phrase; not every combination makes sense. Print again for repeated words.

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.



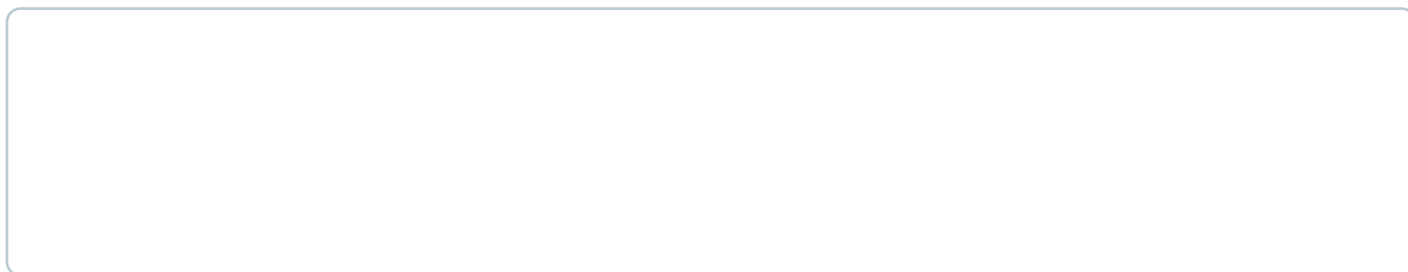
Teach-back: explain why LAS goes with OLAS. Later, repeat with EL OSO and LOS OSOS after E. This models these specific agreement patterns; it is not a complete grammar lesson.

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.

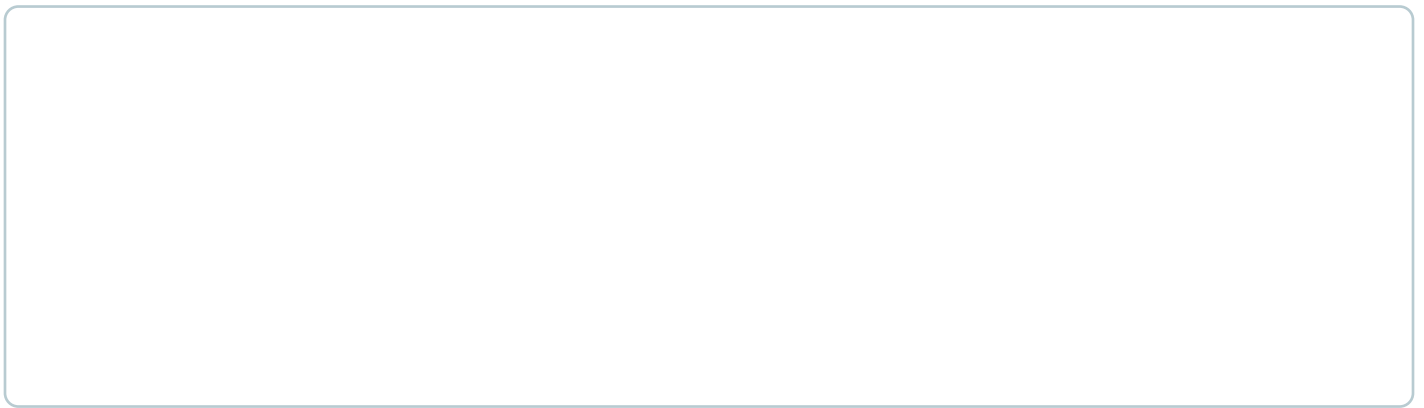
A small word hunt

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.