

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.

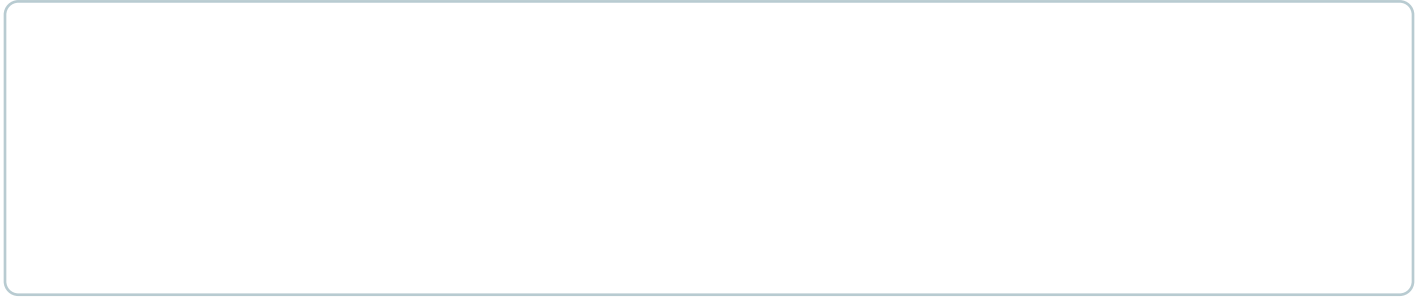
Put the letters in order

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.