

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

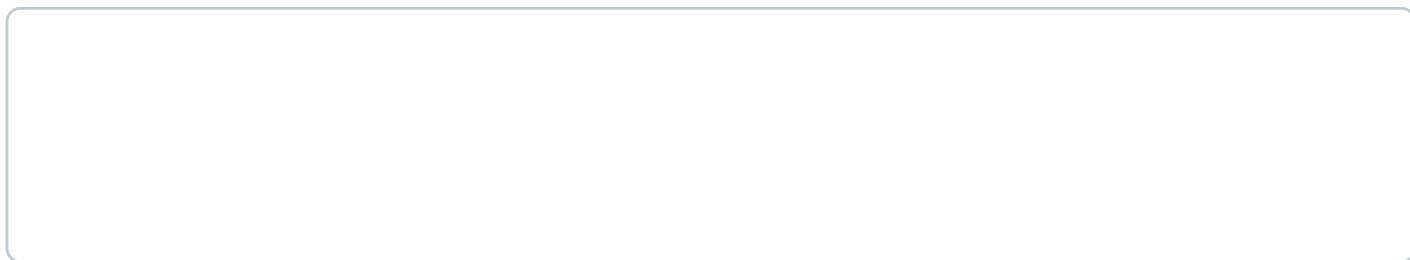
Use after R is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

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

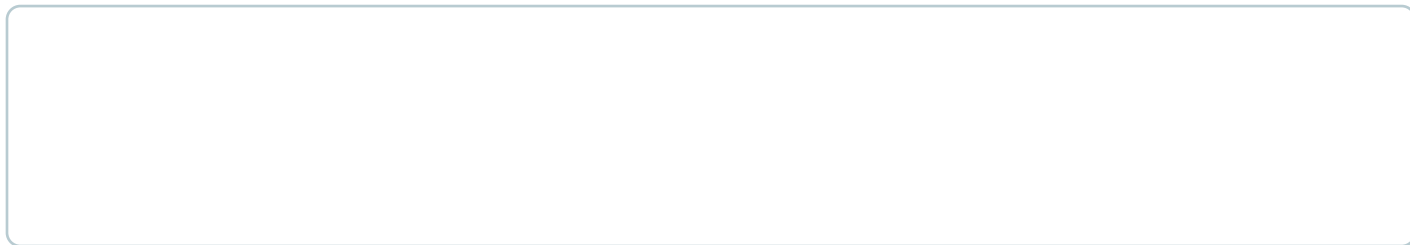
Do / Build, read, show

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

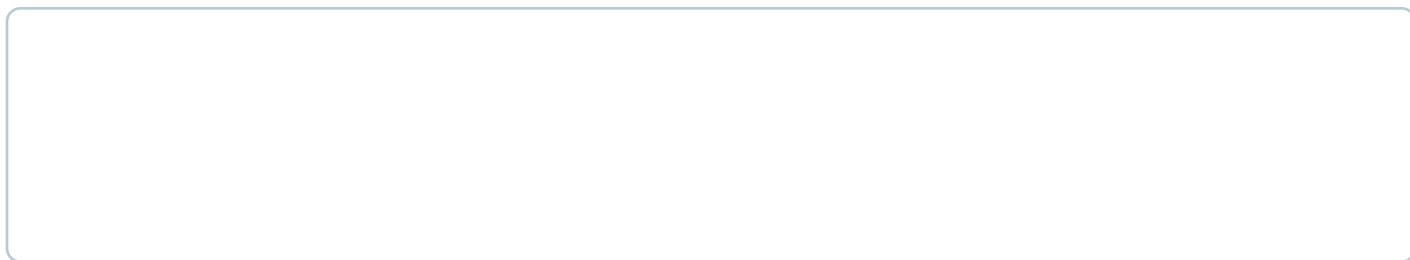
Use after C is introduced. Choose one word from the facing bank. Adult reads the directions. Keep the model visible when useful.

Break / Name

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

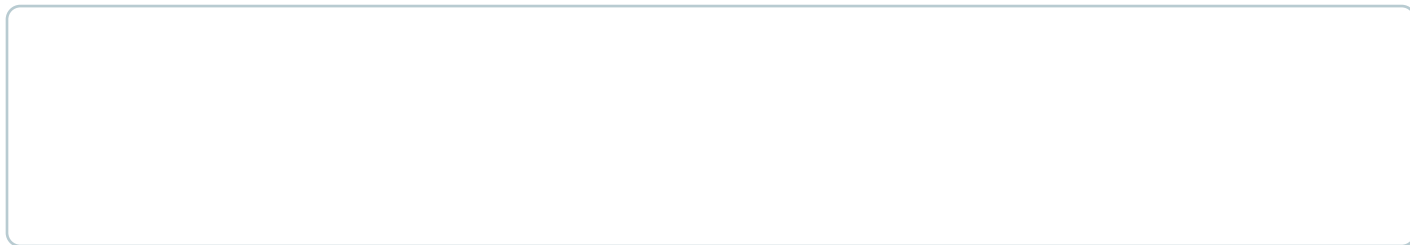
Do / Build, read, show

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.