Lección 4

¿De qué color es?

Objectives
• Children will listen to, write, and distinguish the sound of the letter o at the beginning position of words.
• Children will listen to, write, and distinguish the sound /o/ at the beginning, middle, and end positions of words.

Directions for page 38

Los sonidos y su grafía
• Provide each child with a copy of page 38.
• Direct children to the picture at the top of the page. Have them say what the picture names. Ask: ¿Qué es esto? (Esta es un oso. Es un oso. Un oso.) After children respond, say the word aloud several times for them, emphasizing the sound of the letter o.
• Write the word on the board and underline the letter o. Point to the letter and say: Ésta es la letra o. La letra o suena así: /o/ /o/ /o/ /o/ /o/. ¿Cómo suena la o? (Children should repeat the o sound several times.)
• Have children practice writing the letter on their worksheets, first in uppercase (O) and then lowercase (o). Say: Ahora, van a practicar cómo escribir la letra o. Primero, escriban en las líneas de abajo la O mayúscula y, después, la o minúscula.

Escuchar: Vocales
• Direct children’s attention to the pictures at the bottom of the page. Tell children that some of the words begin with the o sound and some do not. Say: Algunas de las palabras empiezan con el sonido /o/. Otras no.
• Children will listen as you say each word aloud. If the word begins with the sound /o/, children should write o on the line. Otherwise, they write nothing. Say: Escuchen mientras leo cada palabra. Si la palabra empieza con el sonido /o/, escriban una o en la línea. Si la palabra no empieza con el sonido /o/, no escriban nada en la línea.
• Now say each of the words aloud and allow children enough time to write the letter o below the picture of the eye (ojo). Children should not write the letter o below the picture of the wolf (lobo) or the duck (pato).

Directions for page 39

Escuchar: Vocales
• Review with children the sound /o/ at the beginning of a word by saying aloud several words such as: oso, oye, oreja, ojo. Have children repeat the words after you. Then tell children that the sound /o/ can also be at the middle position of a word. Say these words aloud, emphasizing the sound /o/: ahora, escoba, miércoles. Tell them that sometimes the sound /o/ is at the end position of a word. Say these words, emphasizing the /o/ sound at the end: negro, blanco, amarillo. Then tell children that sometimes the sound /o/ occurs at the beginning and end positions of the same word. Say aloud: Osvaldo, ocho, oro.
• Now give each child a copy of page 39. Tell children that they will practice listening for the sound /o/ at the beginning, middle, and end positions of a word. Explain to children that they will write the letter o on the left line if the sound /o/ occurs at the beginning of a word, and on the right line if the sound /o/ occurs at the end position of a word. Then, explain to children that they will circle the picture for any word in which the sound /o/ occurs at the middle position of the word. Say aloud the following words: oveja, mapa, gato, creyón, gusano, autobús, escoba, ola. Repeat each word twice. Allow children enough time to write the letter o where it belongs.

Answers for pages 38 and 39 can be found on page 90 of this book.
Lección 4

¿De qué color es?

Los sonidos y su grafía

O o

O

O

Escuchar: Vocales

1. ____________ 2. ____________ 3. ____________
Lección 4

¿De qué color es?

Escuchar: Vocales

1. ______ 2. ______

3. ______ 4. ______

5. ______ 6. ______

7. ______ 8. ______