

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?** (*Esto 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/ /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.

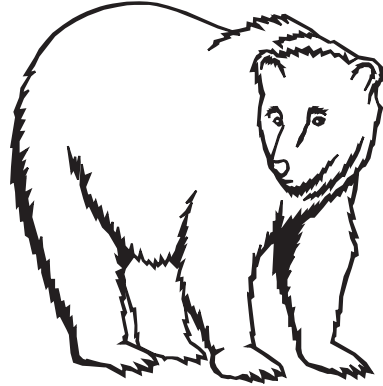
Nombre _____

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Los sonidos y su grafía

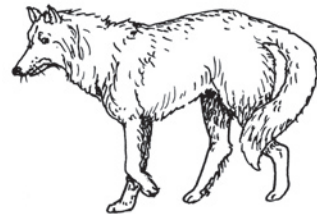
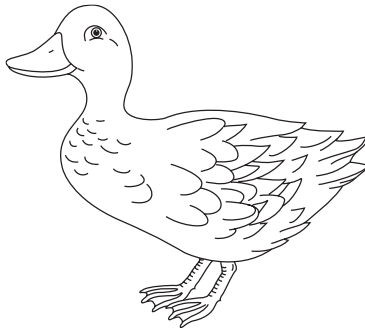
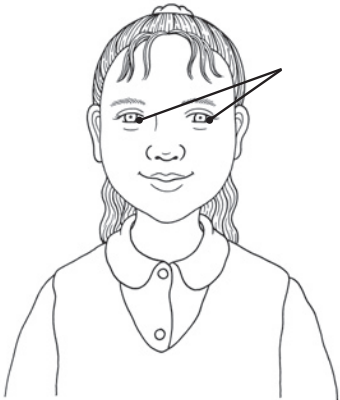
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O

O

Escuchar: Vocales



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2. _____

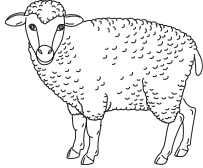
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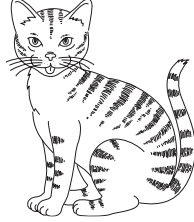
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Escuchar: Vocales

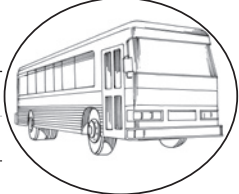
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