



# Programa Reconocimiento fonético

## Product Overview

**SCHOLASTIC  
OFFICE OF  
EDUCATIONAL  
ASSISTANCE**

The *Programa Reconocimiento fonético* helps children develop the phonemic awareness skills that are necessary to establish a strong foundation in reading. The program begins with what children know, offers practice in discriminating among Spanish language sounds, and perfects their ability to differentiate with greater speed and accuracy. Components consist of:

- *Guía del maestro/Teacher's Guide* with step-by-step lessons that can be easily incorporated into the classroom, teaching tips, and assessment materials
- Hands-on manipulatives and trade books that engage and captivate children while they learn
- *Mi Cuaderno/Activity Book* that includes purposeful seatwork and home activities

### Instructional Content

The *Programa Reconocimiento fonético* focuses on five tasks that research has shown to be essential in learning phonemic awareness—rhyme/alliteration, oddity tasks, oral blending, oral segmentation, and phonemic manipulation. Instruction is explicit and logically sequenced. Lessons also prepare children for phonics instruction.

#### **Phonemic Awareness**

- Children learn to recognize rhyme and alliteration, clap and count syllables in words; orally blend word parts and syllables; isolate beginning, middle, and ending sounds and syllables in words; orally segment words; and manipulate phonemes and syllables.
- Puppets help teachers guide children through exercises and provide feedback.
- Teachers use Tarjetas laminadas/Picture Cards for oddity tasks and auditory discrimination exercises.
- Trade books provide opportunities for children to develop phonemic awareness through traditional rhymes and songs.
- Children practice skills through teacher-guided exercises and at-home activities provided in *Mi Cuaderno*.
- Teachers model how to articulate sounds, such as demonstrating correct lip and tongue positions.

#### **Phonics**

- Towards the end of the program, children connect sounds to letters within syllables and words.

#### **Fluency**

- Teachers model fluent reading of trade books (*Mis primeros poemas y canciones*, *Arroz con leche*).

#### **Vocabulary**

- The program repeatedly exposes children to vocabulary through two trade books, songs, and rhymes.

## **Instructional Design**

The ***Programa Reconocimiento fonético*** can fill the gaps in core reading programs or be used as a separate phonemic awareness training program. Designed for 10 minutes of instruction a day for 20 weeks, the program consists of 66 lessons. The instruction can be used with the whole class, small groups, or individuals. Each lesson presents three engaging, well-paced activities drawn from a broad range of phonemic awareness tasks. These activities can be completed throughout the school day or used as warm-up exercises for existing language arts instruction. Although lessons can be started at any time during the school year, Scholastic suggests that children be assessed at mid-Kindergarten or the beginning of Grades 1 or 2 for entry into the program.

## **Assessments**

The ***Programa Reconocimiento fonético*** provides assessment tools and strategies for initially placing students, determining their skill level, and monitoring their progress.

### **Screening/Diagnostic**

The *Guía del maestro* contains a two-part assessment to guide children's initial placement. Teachers administer Part A with the whole class or in small groups to determine children's ability to distinguish initial sounds, final sounds, and rhyming words. They complete Part B one-on-one to see whether the child can blend sounds, determine how many syllables are in a word, and orally segment words. Children scoring below 90% begin the program with Lesson 1; children who score well on all sections of the assessment except the segmentation tasks can begin instruction with Lesson 18.

### **Progress Monitoring**

To monitor students' progress throughout the program, teachers informally observe children and make anecdotal records. They administer an End-of-Program assessment at the completion of the program.

## **Motivation and Engagement**

Playful activities and tasks in the ***Programa Reconocimiento fonético*** provide an engaging way for children to discriminate the sounds that make up words.

- La rana Chana and el pato Tato Fonititeres/Alpha-Puppets™ lend a hand in helping children learn oral blending and segmentation.
- Students work with attractive Tarjetas laminadas during oddity tasks and auditory discrimination exercises. The Tarjetas also provide children with important visual cues.
- Caritas alegres/Smiley Face Response Cards enable students to individually respond during group activities and receive immediate feedback.
- Children develop phonemic awareness while they enjoy favorite rhymes and songs from two trade books and the *Guía del maestro*.
- Students manipulate Fichas fonéticas/Counters during segmentation exercises.

### **Intervention Strategies**

While valuable to all students in Grades Pre-K–2, the ***Programa Reconocimiento fonético*** can be a vital training program for children who are having difficulties developing phonemic awareness and those who come to school with limited opportunities to play with words and sounds.

- The initial assessment can help teachers decide where to best place students in the program. Through regular observation, teachers can monitor students' progress and modify instruction as necessary.
- The ***Programa Reconocimiento fonético*** can be used in small-group sessions or on a one-to-one basis, which enables teachers to provide students with more attention and feedback than in a whole-class format.
- The program's systematic and explicit instruction enables children to succeed from the start and increases their confidence.
- Visual cues aid students who need more support hearing discrete sounds.

### **Home-School Connection**

Three Family Letters, delivered during the course of the program, explain to families the purpose of the ***Programa Reconocimiento fonético*** and provide them with activities they can do with their children at home. Examples are reading aloud rhymes, singing songs, having the child find objects whose names begin with the “sound of the day,” and clapping out the number of sounds heard in a word.

### **Professional Development**

The *Guía del maestro* presents specific instructional strategies that teachers can use to help students develop their phonemic awareness skills. It also includes the research and philosophy behind the program, the scope and sequence, assessment materials, English summaries of the lessons, and reproducible student materials.