

Unit Guide for **Rimas para aprender (Learning Rhymes)**

OVERVIEW

Focus on:

- Instructional Terms: Genre Study – Rhyme
- Instructional Terms: School Words – **vocal, consonante, pronunciación**
- Lesson with scripting in Spanish for **Hormigas en el mantel** (Ants on the Mat)
- List of thematically-related books written in Spanish
- **¡Ojo!** – Things to keep in mind when teaching Spanish
- Exploring language: Bridge to English
- Exploring language through cognates: **rima** and **poema**

PREPARE TO TEACH

Hormigas en el mantel (Ants on the Mat)

Synopsis: When ants descend on the picnic, Natalia is pleased, but Mamá is not. Mamá drives the ants away.

INSTRUCTIONAL TERMS

Genre Study: Rhyme

Rhyme is defined as two words that sound alike. The vowel sound of two words is the same, but the initial consonant sound is different. Understanding rhyme and other speech sound properties is part of what is called phonological awareness – an important bridge between speaking and reading. Rhymes and word repetition help children focus on sounds as they read.

Why use children's rhymes and chants in reading? Since phonological skills are known to be related to children's success in learning to read, acquaintance with rhymes may also affect children's reading. It is also true that knowledge of nursery rhymes and chants may enhance children's phonological sensitivity, which in turn helps them to learn to read. The rhymes used in Unit 3 to have students practice vowels and the letters *M* and *P* use the repetition of beginning sounds to raise awareness of the sounds of letters.

School Words: vocal, consonante, pronunciación

Ensure students are familiar with "school" words used in this unit. Say: **En español, hay 29 letras en el abecedario. Algunas son vocales y otras son consonantes. Las letras A, E, I, O y U son vocales. Las demás letras son todas consonantes.** (In Spanish there are 29 letters of the alphabet. Some are vowels, and some are consonants. The letters *A, E, I, O*, and *U* are vowels. All other letters are consonants.)

To check children's understanding and get them practicing saying these words, hold up letters from the alphabet and ask: **¿Es ésta una consonante o una vocal?** (Is this a consonant or a vowel?)

Scope and Sequence at a Glance

Focus on vowels *A, E, I, O*, and *U* and consonants *M* and *P*, using repetition to learn sounds and construct words beginning with these letters; ends with reading

Genres

- Narrative fiction

Phonemic Awareness and Phonics

- Letter sounds: consonants (*M, P*)
- Letter sounds: vowels (*A, E, I, O, U*)
- Discriminating letter sounds to read words
- Recognizing and constructing CVCV words that belong to the word families *ma, me, mi, mo, mu* and *pa, pe, pi, po, pu*

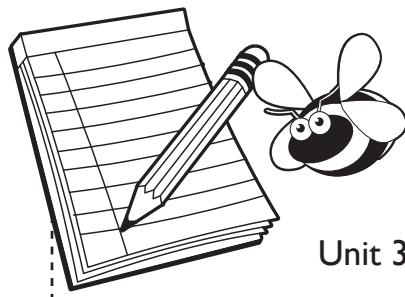
Listening Skills

- Developing listening skills by hearing text read aloud

Writing

- Constructing a learning rhyme





Unit 3: Rimas para aprender

Explain that **pronunciación** is the way we say something. Write a student's name on the board and say: **Este nombre se pronuncia _____.** (This name is pronounced _____.) Ask: **¿Cómo pronuncias tu nombre?** (How do you pronounce your name?)

- **vocal** (vowel)
- **consonante** (consonant)
- **pronunciación** (pronunciation)

BEFORE READING

Vocabulary Strategy: Context Clues and Using Pictures

Open the Unit 3 reading on a computer and display the title page for students. Point to the ant and ask: **¿Qué es esto?** (What's this?) Children will be able to identify the ant (**hormiga**) but will not be able to write the word. Display the word **hormiga** for students. Ask if anyone knows how to say **hormiga** in English. Write **ant** on the board.

Point to the red and white checked square behind the ant on the title page and ask: **¿Qué es esto?** (What's this?) At this point, children may say **tela** (cloth), **papel** (paper), or make another logical guess. Lead children to see that this is a **mantel** (tablecloth). Write the word on the board.

VOCABULARY

1. **hormiga** (noun, f.) ant
2. **mantel** (noun, m.) tablecloth

Building Background

Start a conversation with children about picnics to build on their background knowledge. Say: **¿Dónde se usa un mantel? en una mesa** (Where do you use a tablecloth? on a table) **¿Se puede usar un mantel en un picnic? ¿Qué es un picnic?** (Can you use a tablecloth at a picnic? What's a picnic?)

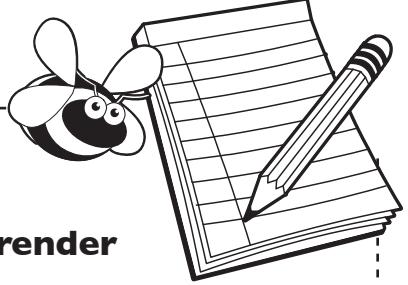
Refer again to the title page of the story, where the ant is on the tablecloth. Ask: **¿Por qué creen que la hormiga está en el mantel?** (Why do you think the ant is on the tablecloth?) Accept reasonable responses.

Comprehension Strategy/Skill: Predicting

Asking students to think about what they think they will learn encourages them to set goals for themselves before they read or listen to a story.

Set Purpose for Reading

Tell children: **Ahora vamos a leer un cuento sobre un picnic. Van a leer para averiguar qué hace mamá a las hormigas.** (Now we are going to read a story about a picnic. We are going to read to find out what Mamá does to the ants.)



Unit 3: Rimas para aprender

DURING READING

Ask children to look at the illustrations carefully as they read. For each screen, ask volunteers to describe the scene.

Differentiated Instruction

Special Needs Children: Ask students to draw items from the illustrations to help create a picnic scene.

Extra Support: Write long words from the story on the board and ask students to copy them.

Advanced Spanish Students: In addition to copying the words **mantel**, **hormiga**, and **comida** from the board, ask students to add the English equivalent of each. (tablecloth, ant, food)

AFTER READING

Ask students what Mamá did to the ants to check their predictions. Say: **¿Qué hizo mamá a las hormigas? (Las ahuyentó del mantel.)** (What did Mamá do to the ants?) (She shooed them off the tablecloth.)

Ask students the question under the light bulb icon. **¿Te gustan las hormigas?** (Do you like ants?) Accept all responses.

EXPLORING LANGUAGE

Bridge to English

The activity **Sílabas I** introduces students to many words beginning with *ma*, *me*, *mi*, *mo*, *mu*, and *pa*, *pe*, *pi*, *po*, *pu*. You may want to introduce your students to the English versions of these words.

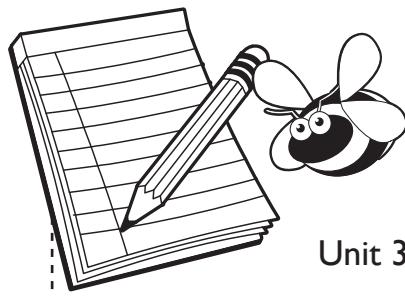
Write the Spanish word on the board and say it aloud. Ask students what it means. Check to see if a volunteer knows that word in English. Say the English word twice, and then write it on the board alongside its Spanish counterpart.

- **mamá** (Mom, mother) • **mapa** (map)
- **mimo** (I pamper) • **papá** (Dad, father)
- **pozo** (well) • **pesa** (weight)

OJO! (Watch out for ...)

Most children will probably not be able to read **Hormigas sobre el mantel** on their own, since the simple words "ant" and "mat" have become "**hormiga**" and "**mantel**" in translation. You may wish to pair advanced students with emerging readers. Alternately, you may prefer to read this story as a class.

In this unit students will have become familiar with syllables from the *ma*, *me*, *mi*, *mo*, *mu*, *pa*, *pe*, *pi*, *po*, and *pu* word families. Words belonging to these word families from the story include: **Mamá** and **mantel**.



Unit 3: Rimas para aprender

La misma raíz

Cognates

Cognates, or words in English and Spanish that share the same origin, offer a natural scaffolding that children can use to “grow” their vocabulary in both languages. Help children see these links between the two languages by commenting on the words presented in this unit that are examples of cognates.

Display the words below and say to children: **Hay palabras en esta unidad que son muy parecidas en inglés y en español. Vamos a estudiar algunas de ellas.** (There are words in this unit that are very similar in English and in Spanish. Let’s study some of them now.)

- **rima** (rhyme)
- **poema** (poem)

Recite this riddle for children:

Del verde vengo.	(I come from the green.
Al olio voy.	To the oil I go.
En casa me comen.	They eat me at home.
Y a la sartén voy.	And to the frying pan I go.
¿Quién soy? (el aceite de oliva)	Who am I? (olive oil)

Challenge children to make their own rhyming riddles.

THE READING-WRITING CONNECTION

Cooperative Learning: Making Rhymes

Read aloud this popular rhyme:

Sana, sana	(Heal, heal,
colita de rana,	backside of frog,
si no sanas hoy,	if you don’t heal today,
sanarás mañana.	you’ll heal tomorrow.)

Say: **Vamos a pensar en algunas rimas.** (Let’s think about rhyming.)

Write “ma” and “pa” on the board. Ask students to say aloud words that end with *ma*. Students may say **ama, cima, dama, fama, gama, goma, llama, or rama**, etc. Ask students to say aloud words that end with *pa*. Students may say **capa, mapa, ropa, sopa, or tapa**, etc.

Have small groups of students work together to write words that end with *ma* or *pa*. Challenge them to say a silly rhyme. Help them to write it.

__ma
__ma
__ma
__pa
__pa
__pa