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## A comprehensive curriculum on how to teach the alphabet to bilingual kindergarteners

Raquel Mendoza Cabral

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A COMPREHENSIVE CURRICULUM ON HOW TO TEACH THE  
ALPHABET TO BILINGUAL KINDERGARTENERS

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A Thesis  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Bilingual/Cross-Cultural Education

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by  
Raquel Mendoza Cabral

December 2005

A COMPREHENSIVE CURRICULUM ON HOW TO TEACH THE  
ALPHABET TO BILINGUAL KINDERGARTENERS

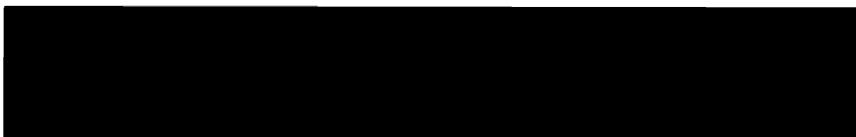
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by  
Raquel Mendoza Cabral  
December 2005

Approved by:

  
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## ABSTRACT

This curriculum project focuses on how to teach the alphabet to kindergarten students. For many years teachers have taught the alphabet using instructional based adapted programs that were either provided to them by their district or by other teachers who shared other methods that they found "worked" for them that supplemented the program. Included in this project is an investigation of the history of the alphabet and how it's been taught throughout the years. This inquiry revealed that the ways to teach the alphabet has not been well established for teachers throughout the years. Thus, there are many teachers out there who do not know how to teach the alphabet from pre-school to kindergarten students. Consequently, I am presenting my own method of how I teach the alphabet which is designated for teachers who teach English learners and English speakers. It also details a comprehensive curriculum detail on how to teach the alphabet using educational resources that are available.

## ACKNOWLEDGMENTS

I would like to express my respect and gratitude to all the professors at California State University, San Bernardino and especially to Dr. Barbara Flores who offered her devoted time outside her duties to help me complete this project. Dr. Barbara Flores and Dr. Esteban Diaz are two of the best professors I have ever encountered in my years of attending this university. Thank you for your generosity, understanding and most of all for your unconditional support. I also would like to thank my family Jose, Raquel, Sarah, and my husband Teofilo Cabral for being there for me and for their patience and endurance during the years it took to accomplish my goal. Their love and understanding helped me complete this important project.

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## CHAPTER ONE

### INTRODUCTION

#### Historical Background

There are many new and old methods of teaching the alphabet that supposedly leads into teaching reading. However, there is a dearth of research as to how to teach the alphabet to children at the pre-school or kindergarten level. But, there are numerous methods for teachers to use in the classroom to teach the alphabet to children but not how to teach it. Given this problem, I decided that this project would be an interesting topic to pursue. There is a scant history of how to teach the alphabet, but the following gives a brief historical description. Throughout the years, however, as we will see in the review of the literature, there are certain differences teachers take in evaluating the effectiveness of methods and curriculum programs that can be introduced and used in the classroom as a guide to teach the alphabet to children in preschool as well as in kindergarten.

How to teach the alphabet and what is used to teach the alphabet is the focus of this project based on the use of effective programs used in a kindergarten classroom. The specific questions posed are: What are the necessary

tools needed to teach the alphabet and how does a kindergarten student "come to know" or learn the letters and sounds of the alphabet? As a bilingual kindergarten teacher my focus is on how to teach the alphabet to English students in English as well as to English learners in both languages (Spanish and English.)

### Brief History of the Alphabet

The Roman alphabet used in the United States is made of 26 letters that are used to write the words in the English language. History tells us that early man began writing messages by using pictures or symbols and had exceptional skills in art that required a lot of practice. According to Harrison, (1964) he states that the alphabet is one of mankind's greatest inventions. Scientists have found evidence of clay tablets that were used for writing that has come as far back as around 3400 B.C. in Mesopotamia and China. According to Samoyault, (1996) our alphabet, the Roman alphabet, comes from the branch that evolved from Greek to Etruscan and then to Roman capitals (p 5.) The Roman alphabet has been considered to be much more useful than language itself. According to R. Logan (1986), "The alphabet is one of the first things that children learn once they are able to speak." (p 23) This

is true because children who are able to listen and speak are ready to accomplish the initial auditory and visual learning required to succeed in the beginning setting of a kindergarten reading. According to Samoyault (1996), hundreds of different alphabets are being used throughout the world but half of the people in the world rely upon the Roman alphabet. The Roman alphabet is one of the most widely used today. But English is a difficult language to learn because it is not so alphabetic and requires irregular spellings of words and contains dozens of "rules" and "generalizations" that, in reality, prevent students from hearing the one-to-one relationship between letters seen and sounds heard. Why so? Because many English words have come from other languages such as Latin, Greek, French, and German like: alias, corps, debris, alien, buoy, feint, bouquet, pretzel etc... One of the following examples illustrates some of the variability found in the English language which are pronounced the same but spelled differently in English: weak-week, meat-meet, heal-heel, beat-beet, etc... Alfred C. Morhouse (1953) explains that "there are rules and generalizations that a person needs to follow in order to learn how to read. In doing so, the first step to learning how to read is to recognize the letters of the alphabet. The second

step is to be able to learn the sounds and being able to identify the letters and make a connection with the sounds and the third step is to spell words." Basically, these are unexamined assumptions and have been used to teach the English alphabet.

Exactly, how did the English alphabet begin? One of those people who invented a program to teach the alphabet to students was Sir. James Pitman who invented the Augmented Roman Alphabet in 1959. According to Arthur W. Heilman, (2002) children who participated in Mr. Pitman's invention of the Augmented Roman Alphabet were not taught letter names, but that each symbol in the initial alphabet had a particular sound and was introduced to writing using symbols which later evolved to spelling words. Children were taught lower case letters although simply making the letter larger than the lower case letters indicated capitals. By doing this, students' learning was delayed for the mastery of both sets of symbols because they first had to master and recognize the lower case letters before they were able to learn the capital letters in order to learn how to begin to read. For children, this process of "mastering" of the lower case letters of the alphabet first took longer than anticipated because students had to remember the symbol for each lower case letter to be able

to transfer the symbol into a capital letter. The process that the Initial Teaching Alphabet program advocates in teaching children letter recognition and letter names after the letters were introduced in isolation and they were combined into words. For example, a teacher would say to the student: Point to the word "can." The child was then told to spell the word as: "/see/, /aye/, and /en/." Then, the teacher would say, "Now we have spelled the word. Now we are going to read the word. The teacher would say: "This is the word can. Read it "can." After this introduction, the teacher followed by presenting other words from the "word family" such as the word: pan, tan, etc... Teachers never taught the initial, middle or ending letter sound represented in two, three or four letter words (which is what we do now-a-days) or more less ask if the student knew another word that ended in "an" to make him feel part of the learning process.

In 1959, Sir James Pitman invented the Augmented Roman Alphabet primarily for teaching English to English speaking children and secondarily for teaching English speech and reading to adults. The Augmented Roman Alphabet program was later changed to the (ITA) Initial Teaching Alphabet to achieve a more uniform letter-seen-sound-heard relationship in the English writing (Heilman) pg. 14

(2002). He wanted to make sure that this program was made for the purpose of teaching the beginning stages of reading. It was considered to be a "teacher's tool" and once the students learned the alphabet, it was meant to be put away. Historically this is the basic assumption guiding the teaching of the alphabet to children. This continues to be the guiding unexamined assumption used to teach preschoolers and kindergarteners the alphabet.

#### Present Day Curricular Obstacles

Throughout the years teaching kindergarten students the alphabet, I have noticed that every kindergarten teacher I have encountered has had his or her own technique of teaching kindergarten students how to read. Each district requires having a specific and mandated curriculum program to correlate its standards and benchmarks mandated by the state for each grade level. Every seven years, teachers are required to target a new updated curriculum program but then, few teachers follow the program and many see it worthless because it does not correlate with the standards and benchmarks. So, they establish part of their own program that will eventually lead them to the learning process needed for students to succeed in kindergarten. Some of us teachers implement our

own method or program so students can effectively benefit in the learning process. The instructional Reading Based Program that I am supposed to be using at this time in kindergarten is called the Houghton Mifflin Lectura of California. The core components consists of the teacher's edition (k-6) with ten themes of instruction in Spanish resources, backline masters; practice alphabet books; a set of anthologies and read aloud books for teachers to use; and read aloud literature books for students to read. This program offers many ideas and ways of instruction, but what I found is that the program is missing many components and academic preparations students in kindergarten need to meet the kindergarten standards given to us by the district. I found out that if I use this program effectively, I would need to make important decisions and adjustments throughout my teaching to make sure students are "prepared" for kindergarten; otherwise, students will fail first grade because the program does not meet the kindergarten standards needed to succeed in kindergarten.



## Research Questions

What are the tools, methods, mediated structures, and processes needed to teach the alphabet and how does a kindergarten student come to learn the alphabet?

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Introduction

#### Theoretical Underpinnings

The relationship between learning the letters and the sounds of the alphabet are two different aspects that not all four or five year olds can accomplish. The job of the student is to recognize that letters make words. In order for the student to become a reader he has to learn the relationship between letters, sounds and phonemic awareness, which is only one of the prerequisite to learning to become good readers. Lev Vygotsky (1978) believed that students could learn to manipulate the letters and sounds. Lev Semenovitch Vygotsky was born on November 5, 1896, in Orsha a small rural town near the city of Minsk. Vygotsky was one of the greatest psychologists who studied the cultural historical approach of the origins and development of higher mental functions of the mind. He believed that the *zone of proximal development* helps students become successful learners. Vygotsky defined the term zone of proximal development as "The distance between the actual developmental level of the learner as determined by independent problem solving

and level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1983). What he meant by this is that with the help and guidance of an adult and the social interactions that a student is regularly engaged within the classroom and with the collaboration of more capable peers (teacher parent, or tutor) the learner, in time, becomes an independent problem solver. He believed that the mechanism of a mental function of a child functions and develops only through social interaction, which is the key to the intellectual and personal development of an individual.

The Vygotskian theory stipulates that the development of the mind of a child's mental process depends solely on the presence of mediating agents (teachers and tools) and the child's interaction with the natural environment. During the time this mental function takes effect in the student's mind, the student experiences a change on his learning potential and feels more capable of completing required assignments. According to Kozulin, Gindis, Ageyev, and Miller (2003), learning potential is the study of the individual performance; dynamic assessment focuses on the difference between performances before and after the learning or assistance phase (p.18) Kozulin, Gindis,

Ageyev, and miller (2003), also mentioned that the zone of proximal development gives three important insights to testing:

It focuses our attention on the physiological functions of the child that are emerging at that moment but is not fully developed. 2. The zone of proximal development introduces assistance performance. 3. The zone of proximal development helps to see the difference between the actual performance and the learning potential. (p.135)

The idea of sheltering instruction to students should be supported by all teachers in focusing instruction at a level that is just beyond student's independent ability level but not so far off that the learning is unattainable. Students are able to function well with the help and patience of the teacher by using the strategy of the zone of proximal development

In addition, by using Vygotsky's concept of zone of proximal development in the classrooms, we can facilitate how students move forward in learning and also in conceptual development. According to Vygotsky, "The teacher must orient his work not on yesterday's development in the child but on tomorrow's, that is, on the buds that produce the fruits of learning." (Vygotsky,

1987). Not only is this mental process an important tool to use in the classroom but at home also. According to Vygotsky "when children receive more mediated learning experience through interaction with their parents, students become better learners." (Kozulin, Gindis, Ageyev, and Miller, 2003, p. 22) In Vygotsky's terms, this would mean that the quality of parental mediation and communication influences the upper limits of the child's zone of proximal development rather than his or her own zone of actual development. According to Vygotsky, the social relationships are the key to the intellectual and personal development of individuals. The role and the interactions of parents, peers and teachers are the vital tools for conceptual and individual development. How can Vygotsky's concept of the zone of proximal development be used within the classroom? The following gives specific information of the specific process and materials that are used to engage the children in the use of the zone of proximal development in my kindergarten classroom for approximately forty-five minutes on a daily basis.

#### Pedagogical Knowledge

What is the basis for children to succeed academically in the classroom? The answer is for teachers to set high expectations for all students. The academic

success of these children is due to how the teacher organizes the effective teaching of daily lessons and activities based on how children learn. Following Vygotsky's theory, according to Flores and Garcia, (1984), Flores (1990) and Diaz & Flores (2001) one way to achieve the language, literacy, learning and cognitive development from the zone of proximal development, is through the use of daily interactive dialogue journal writing. These interactive journals are used primarily for personal communication between the teacher and the child. At first when this activity is introduced, the student is not forced to write what the teacher wants him to do but it becomes "serious" later in the year because the teacher will expect to see sounds and letters applied in the student's journal. A journal is defined as a daily record of occurrences or observations by the Webster's American College Dictionary (1998, p 442). Everyday, beginning on the first day of school, the child chooses a topic, draws a picture, and writes about it. In his drawings, he shares his own feelings, talents, opinions, desires, knowledge, and personal experiences of what he likes mostly about his drawing by writing the entry on his paper. At the beginning, when first introduced, the daily interactive journal serves as a tool whereby each student demonstrates

his/her growing understanding of literacy. At first, students might not be able to draw specific pictures and might not be able to even hold the pencil correctly at the beginning stages of kindergarten. Depending on the student's skills, the student might be able to draw a picture or maybe scribble letters or not draw a picture at all on his paper representing his writing. Whatever the case may be, the teacher needs to accept the student's work. The student then "reads" his entry to the teacher and the teacher, knowing that the student does not know yet how to write legible, responds to the student's writing by saying the words orally as she writes.

Nevertheless, by using those words, the student listens and observes the teacher as she reads and uses written language. This way the child is seeing the relationship between oral and written language. During this time the teacher is expressing herself in a sweet voice and accepting the reactions to the student's writing. This strategy not only helps raise the student's self-confidence and curiosity about how the teacher feels about his writing, but it also helps the student begin to create complete sentences that later in life he is going to be needed in order to express how he feels about his work. Because students write in their journal entry every

day, with time, students learn to show a more sophisticated letter formation, refinement in their writing using simple sentences, and better penmanship control and are able to add more specific details in their pictures.

Consequently, as the student forms letters and draws pictures, he is able to use the different writing systems (the pre-syllabic, syllabic, syllabic/Alphabetic, and alphabetic and conceptual interpretation). (Ferreiro & Teberosky 1982). At first, the children involved have no idea about what they are doing and nor do they understand that this type of authentic engagement helps them "come to know" how they can "sound" letters and form words. If the teacher continues this method, is consistent with the social interactions, and encourages students to engage with this type of activity on a daily basis, the student can then "accept" full responsibility in his/her writing and will do his or her best to accomplish his/her goal. This type of activity allows the child to experiment with his own language and to think about what he wants his teacher to know and also to play at drawing and take risks and most importantly to make important decisions about his work. As the teacher writes and meditates the student's writing, he/she expects to share the adult cultural



expectation of the written language. This particular social context of writing is aligned with all the cueing systems of the background knowledge and experience of writing which include: semantic (the meaning of knowledge and cultural or personal experience); syntactic (meaning in grammar and linguistic structure); graphophonemic (meaning in understanding the letters and sounds); and orthographic (spelling patterns) (Diaz and Flores, 2001).

Most students experience difficulty in the context of writing because they do not integrate what they know about the world they live in nor do they acquire these cueing systems to become successful learners. By the end of the year, the majority of these kindergarten students is able to write in their journal entries alphabetically and is able to express his/her feelings and draw beautiful pictures giving specific details of a beginning paragraph. According to Diaz, E. In class notes, (2002) the following are some of the many reasons why it is important to create a meaningful context in which children learn how to read and write by using the interactive dialogue journals:

1. Children can see the relationship between oral and written speech and language

2. It enables participants (in social educational context) to coordinate their actions in relation to a common object
3. It provides a means for representing and reflecting on the persons, things, and actions involved and on the relationships between them
4. It provides one of the principal means whereby the knowledge and practices constructed in the past can be transmitted to future generations
5. In speech more and less expert participants negotiate and comment on their joint activity the socio-historical practices which then are brought into a productive interaction with each other and by building high self-esteem

This type of social interaction the student has with an adult enables the child to utilize oral (which at the age of a kindergartener is a difficult concept to learn if the child does not regularly interact with his parents) written, and art language to communicate and to express his feelings which in higher terms is called the Inter-psychological Category Approach. According to Adams (1990), the Intra-psychological Category Approach, the higher mental interaction between the teacher and the student and between the individual, becomes "teaching to

the potential." When the teacher introduces a new concept in the student's journal and the student is able to use the concept in his writing or his vocabulary later on his own, then is said to be that he/she is learning to the potential. Therefore, social contexts and the social actions and interactions therein create a personality and identity on the student's part. Not only is this interaction necessary but if a student is having difficulty expressing his/her feelings in writing, why not help that particular student by modeling "how to" so the next time he/she writes about something similar he is able to think back and remember the writing experience he/she had with the teacher or tutor. The goal for the teacher is to be able to make the student realize what he/she can do with his/her language even though he/she does not know all the letters and sounds of the alphabet as well as the understanding that the child's evolving conceptual interpretation of his/her writing are totally accepted from the beginning to the end. The teacher models for the student and helps him/her see that is acceptable to write his way up until he/she is ready to write like adults do. Once the teacher organizes his/her program with consistency and constructs the social context of knowledge for his/her students on a daily basis by meditating and

deliberately organizing, he/she is using the zones of proximal development in the most appropriate manner that will prepare students to obtain better results for the guided reading needed to succeed in first grade. Thus, teaching to the potential within the zone of proximal development is seen as worthy and necessary in advancing the children's literacy development.

## CHAPTER THREE

### MY KINDERGARTEN CURRICULUM

The following chapter describes how I organize my kindergarten curriculum. It is important to understand all the components so that one can understand how I teach the alphabet within the complexity of many social contexts. Included in the discussion are the daily routines, the weekly routine, the trimester goals, and description of the social contexts, teaching strategies, experiences and activities that the students engage in on a daily, weekly, and trimester basis. Teaching the alphabet is not in isolation of all of these important teaching and learning experiences.

Organizing the teaching and learning of a kindergarten includes the social, the cognitive, the personal, and the home/school connection. My pedagogical knowledge comes into play as well as the beliefs, theories, and assumptions I have regarding how children develop and learn at this stage of their lives. Therefore, I plan and organize the year at multiple levels, i.e., daily, weekly, and by trimester.

## Daily Routine

My daily routine establishes a consistent pattern and expectation for the children. It is organized to fit the action plans I have established for the day. To be an effective teacher, I have to set my pedagogical knowledge goals and my beliefs for my teaching instruction. To be able to organize and meet my daily goals, the following has to be included: to save time to help guide those students who might need extra help in developing the skills taught, to provide students with the hands-on experiences and opportunities to make discoveries, to be aware and plan for the individual differences and background information they bring to my classroom, to carefully observe the student's behavior and to provide insight into the child's level of development, to be able to interact with the students and to provide the richness of the English language in their daily routine and most of all, to make students feel at home.

## Mrs. Mendoza-Cabral's Daily Kindergarten Schedule

It is important for me to have my daily schedule displayed in the classroom because it allows students, parents and administrators to know what and when the students are learning. During the opening, I take roll and

we sing the following song: "I'm a star. I am talented. I am awesome. I am responsible. I'm a star. I'm a super star." In Spanish is: -Soy una estrella. Soy inteligente. Soy increíble. Soy responsable. Soy una estrella. Una super estrella. - This song provides students the confidence they need to show that they are stars and special in many ways. We also sing the calendar song and review the date by singing the tune in "You Are My Sunshine" as: "Today is Monday, the 24<sup>th</sup> of October, the year is 2005. I am so happy that you are here, we got some great things plan for today." In this song students learn to count numbers in order, to place the right day and number date in the packet chart calendar, to learn the months of the year and the days of the week. We talk about the daily news and write a daily message according to what students did over the weekend. Afterwards, I read a fiction and or non-fiction story and talk about characters and setting and review concepts of print when reading a regular or a big book. This is the time students are involved with shared reading and guided reading. After reading a non-fiction book, such as facts about the animal we are learning that particular week, students are engaged in expository writing. During language arts, students help me write complete sentences about the animal and I

also do the zoo phonics letters and sounds and do beginning, ending and end sounds, rhyming on phonemic awareness by using picture cards. Immediately following language arts instruction students are arranged in groups of five to work in four centers such as: listening station, writing station, independent work and reading with me. At each center, students work for approximately ten to fifteen minutes and then rotate clockwise. The centers are arranged with everything students need to complete the assignment. At the end students and teacher gather on the carpet to discuss what went right and wrong on the activities (since every week students have different activities). Recess is from 10:00 to 10:20. After recess, students are also arranged to work in centers and on hands-on activities. After math, students have lunch and lunch-recess and English Language Development for forty minutes. Following the ELD assignment, students from both classes work together during the overlap time. Teachers do music, phonemic awareness, math, social studies and science activities and closure.

8:30 Opening, roll count, calendar, news (daily message) shared reading



8:45 Reading: shared reading, guided reading, fiction, non-fiction, and fun reading

9:00-10:00 Language Arts: alphabet, letter sounds, phonemic awareness, and interactive writing, and journal writing, independent reading and small Group Reading Centers.

10:00-10:20 recess

10:20-11:07 Math centers

11:07-11:50 P.E. and lunch

11:50-12:15 E.L.D. English Language Development

12:15-12:25 Overlap time: phonemic awareness, math centers and music

12:25-12:30 Closure

### Student's Background Knowledge

It is important to me to know the background knowledge of each of my students because it helps me organize my teaching curriculum. In class, it is not enough to be able to read, write, and understand any basic language. One must be able to use the language to get things done in class. The first step in planning effective instruction for my English learners is by knowing my students' background. Gathering their background information on hand helps me figure out and better

understand and meet the educational needs of their education. Since I teach a class with a combination of English speakers and English learners, I have to adapt every program in accordance with the primary language students use at home for my instruction. Each student is unique in my class, each with their own language and culture. We learn to accept and respect each other's background by establishing and following the rules that together we established since the first day of school. The most important rule is that students need to "respect" the other person's language and opinions about what it's been discussed. One of the rules I use is that students can cover their ears if they do not wish to listen to Spanish during the time of language arts instruction. I let English students know that when I teach English, I am going to use the black-erase marker and the English students are able to make clear distinctions. When I am ready to teach Spanish, I use a red marker to let them know which language is theirs. This helps make things clear for both groups and is less problematic. The advantage to having two languages in one is that both students are able to see the similarities and differences between the two languages combined especially when we are trying to find and list things on a chart that begin with

the same letter students are learning that week. The disadvantage is that students are too young to discriminate between one language and the other and do not see the importance of learning two languages at the same time. During the time I teach the English alphabet, I use a couple of programs in my class to help students learn the letters sounds and written alphabet. One is the Zoo-Phonics and the other is the Early Steps to Reading. These programs are important to use in my classroom because they offer many great opportunities for my students to accommodate into their daily routine in the classroom as well as at home. Parents are able to take color coded cards, to keep them at home, to cut them apart and use and practice the letters at their own convenience.

Consequently, there are three trimesters during the year that allow teachers to test and analyze each student's academic performance. Each trimester, our kindergarten teachers gather together to set a goal for each of our students in every subject of instruction. I expect all students in my classroom to learn and understand all the learning procedures required to fully succeed in the academic kindergarten setting starting from language arts instruction to art. Many students come to school insecure and immature, others are younger and with

the need of special attention. However, within the nine months attending my class, at the end of the school year, students come to learn and appreciate learning. I try to encourage each adult who has some type of interaction with the student at home to get involved in the student's needs and learning skills and in homework on a daily basis. The communication parents have at home is considered to be an important aspect of my teaching.

#### Weekly Activities

My weekly routine is important because it offers students the opportunity to learn all the skills needed to have a successful year. To have an effective and productive year, all the kindergarten teachers get together to work an effective long-range yearly lesson plans. Every week I sit down to write my lesson plans for every week during the year so that students can get the best teaching results. Students have a weekly routine that allows them to stay focus during instruction. As soon as students learn the letters and sounds of the Zoo-Phonics program, it gives me an opportunity to introduce students' new instructional ideas that I have adapted in addition to teaching the Zoo-Phonics program in my classroom. Because the Zoo-Phonics program helps my students learn the sounds

of the alphabet faster, I try to expand the program in a way that students can learn other facts about the animals using hands on activities. Along with that, I also talk and read books about the animal that relates to the letter we are learning that particular week.

To reinforce the concept of the way people classify animals, I introduce words such as mammals, birds, reptiles, insects, and fish. Every week for forty-five minutes students learn each concept of the animal classification and I give them examples of each animal that is displayed on my informational poster. This is a very important activity because by the end of the year students are able to classify each individual animal and increase their vocabulary and background knowledge and are able to comprehend and be able to use informational text but most of all, students learn to appreciate nature.

### Mondays

Every Monday, I introduce a new letter of the week along with the practice of the right penmanship formation by using each student's back to practice writing the letter. Students sit behind each other and with their index finger they follow me in practicing writing the letter. During this time, I introduce students with the manner in which they use their mouth to make the right

pronunciation and its penmanship. Students also practice their letter penmanship by doing rainbow writing. Rainbow writing has the D'Nealian letter writing adapted by the district in which students trace the capital and lower case letter using all the colors of the rainbow. The teacher models how to trace each letter using the colors of the rainbow in order from red, orange, yellow, green, purple, blue, brown to black. After the letters are all traced students are supposed to see the rainbow in each of the letters. This activity also helps students use their motor skills by using the fat crayon and by moving their finger every time they trace a letter. To practice the sound of the letter, I also use the beginning of their name and replace it with the letter of the week along with the sound (for some students this activity is silly) for example if the student's name is Daniel and if we are learning the letter "p" then when I call his/her name instead of calling him/her Daniel I will call it as Paniel.

When I introduce the letter and model its penmanship, I also tell students that they are going to learn about the animal that relates to the letter and I read a "fun" book about this particular animal. By reading a non-fiction book, students learn to discriminate and

understand what fiction and non-fiction means. At this time, I also introduce the K.W.L activity, which helps me evaluate the students' background, and vocabulary knowledge students are about to learn; the "W" means what they wish to know and the "L" means what the students learned. This gives me a clear picture of the knowledge students has about the animal and to search for information of the exact questions students have or wonder about the animal we are learning. On this day, I review the previous information and write it on a writing chart so students can see and tell me what they know about this particular animal. At the beginning of this important activity, students are not familiar with how to ask questions or how to gather the information needed to complete the graph accordingly so I model how to do it for the first month I introduce this activity. Since I do this every week, with time students get to understand this activity and are able to arrange the information accordingly.

### Tuesdays

On Tuesdays, I read informational books about the animal students are learning during the week and I show a big picture of the animal we are talking about by describing specific characteristics such as the animal is

a mammal, a bird, a reptile, an insect, an invertebrate or a fish. Students learn important information about each animal's characteristic. For example, on mammals, students learn that mammals are warm-blooded, they have a backbone, they have a well-developed brain, that they feed their young with milk, and that they either have hair or fur (they also learn that people are mammals). For birds, students learn that birds are animals that can fly (except penguins), have feathers, a backbone, are warm-blooded and that it has a beak, two wings and two legs. For reptiles, students learn that a reptile has a dry, rough, scaly skin, has lungs of breathing, are cold-blooded, have a backbone, and that they are born from eggs. For the invertebrate animals students learn that they have no bones and that they can be divided into several groups. Students also learn that fish are animals that live in water and can breathe through gills and that it has a backbone, fins, and scales and are cold-blooded. For insects students learn that it is a small animal that has six legs. Also, that their body is divided into three main parts-head, thorax, and abdomen. An insect has a hard outer skin and have wings and a pair of antennae. Students are welcomed to ask questions about the animal they see and are welcomed to share any learning experience they



might have had with the animals introduced. I leave the picture of the animal in front of the board during the week so students learn to describe the animal giving specific details about its description and natural surroundings. To help students gain more knowledge about the beginning letter of the week and vocabulary, I introduce a writing/drawing activity. I use a chart and draw a line in the middle of the chart to write the letter students are learning on that week in capital and lowercase, and then I give students picture cards and have them tell me things that begin with the letter using those picture cards. I draw the picture of the animal or thing that is displayed on the card and label the picture using a red color for my English learners and black for my English students for the beginning letter we are learning that week. After this, students come to the front and "read" the pictures and words I used and highlight the beginning letter. This chart is used so students can "copy" the words that begin with the letter in their journals during the week. Students write the word and the picture and create a simple sentence as: The bear is brown. Students learn the names and beginning sounds of the animals and things that begin with the same letter. When this activity is done I display the picture chart in

the classroom so students can silently "read" the chart on their own free time. At the end of the school year students take these charts home to decorate their room.

### Wednesdays

On Wednesdays, I review with the students what they learned the previous day and have students talk about the animal they learned about with a partner and share the information they know with each other. They talk about where it lives, what it eats, what it does and they also talk about special characteristics of the animal and they draw a picture afterwards. After this, students write what they learned in their journal along with a picture showing details about the animal we are learning about. After students write what they learned, they read their work to me. I try to have each student read their work to me on a daily basis so students know what to expect from me. Students also make a book on "connect dots" of each animal using the alphabet. Students also work on the dot-to-dot activity and create the animal by connecting the alphabet dots from a-z on their animal and then they color it. When students connect the dots and color it, they write a simple sentence as: Alligators are reptiles. At the end, students create a book and at the end of the year, they

take this book home to share with their parents and read all they learned about each animal studied.

### Thursdays

On Thursdays, I have students write in their journals in complete sentences about the animal. During this activity, students describe the animal, telling what it eats, where it lives, its habitat and giving specific features or something they learned. Another activity students do on Thursdays is co-creating a displayed mediated structure. Students along with teacher create a mediated structure displayed in the classroom in which they fill out the information they learned about the animals they are learning every week. They work all year long on this mediated structure which contains spaces where students write the animal's name and classification, food, and special features and then, of course, they take it home at the end of the year along with the animals they created. Making animals using art is another important activity that students do in my class. Each student creates the animal they are learning about each Friday and when finish I allow a work of art be added to the mediated structure that is displayed on the wall so they can feel proud of their accomplishment.

## Fridays

On Fridays, I have students draw a picture of the animal we are learning which at the end becomes an alphabet animal book. Students write the letter in capital and lowercase on the upper right hand corner and then draw the animal in the center and write a simple sentence on the bottom of the page as: A is for alligator. During this activity I model and deliberately mediate how to draw the animal by drawing each part individually on a chart paper while students follow my lead. During this process, I talk and describe each specific part of the animal they are drawing and at the end I ask students to create a habitat of the animal in their picture. This activity helps students stay focused and to follow directions and at the same time helps them "copy" what they see in their drawings. This important activity helps them become experts in art drawing and later in time, they are able to copy any work of art. At first students are not familiar with copying the parts of the drawings that are printed on the board but by the end of the year you start seeing specific details in their regular journal drawings. This is a controversial issue because students keep this book in class throughout the year and as they develop their drawings adding more details, by the end of the year.

Nevertheless, those students who made progress in their drawings claimed that the picture they did at the beginning of school year does not belong to them and refuse to accept their book as their own. Another important activity students do every Friday is they create the animal they are learning that week by using all kinds of materials to build the animal. Students use construction paper, glitter, feathers, pipe cleaners, wiggly eyes, bottoms, lace, paper plates, Tempra paint, glue, crayons, and paper Mache, wrapping paper, paper cups, dry leaves, paper bags, and boxes, different colors of foam, different colors of felt and all kinds of sequences etc, etc. This is basically what is done throughout the year but it changes over time in every trimester because the learning and teaching is different. At the end when students are done creating their animals, students then make an alphabet book using all the animals and they take it home during Open House.

#### First Trimester

Each trimester is different because as the children develop and learn, I vary the types of experiences and activities accordingly based on their progress. The following describes how I have organized each trimester based on my many years of experience. The first trimester

is the most important learning experience for every student in my classroom because students learn new rules, follows directions, learn how to share, how to sit quietly on the carpet, and how to socialize with others and most importantly, they learn that letters along with sounds make words and words make up stories. The following information will give specific details as to how I teach in English and in Spanish for every trimester. There are three trimesters to teach every year. I will first describe what I do during the first trimester in English and then in Spanish. The first trimester is considered the most crucial because this gives me the opportunity to "know" my students and to teach the students everything they need to learn in relation to the alphabet, their names and personal abilities and how to treat one another. I teach students the letter name, the different fonts of print they might come to experience and the sounds. Students also learn the names of their peers, how to sit, and listen to stories of fairy tales and animals they are not familiar with and most importantly, they learn to socialize with one another. When I teach the alphabet, I model how to hold the pencil and how to "write on a single line" and I model how to do the penmanship to write their single letters. Students also practice writing the letter

using white erase boards that provide opportunities to practice using their motor skills.

### Rainbow Writing

Rainbow writing is an activity in which the students practice writing the letter of the week. Obviously, students use the eight colors of the rainbow to form the letter starting with the red and ending with the black color. The purpose of using the eight colors of the rainbow is to have students practice using the "fat" crayons so they can apply the skills needed to write legible. At the end, the letter shows all the colors of a rainbow. Using the basic colors also help students practice their motor skills. Many students who have never hold a pencil have difficulty forming lines and more less; letters. Holding a color crayon is not an easy task. Because its content is bigger than a regular pencil, most students have difficulty using it in class. Most students come in having problems holding a crayon because they have not been exposed to drawing; more less writing. Students love using the rainbow writing because they love the colors of the rainbow. Thanks to this activity, at the end of the year, students are able to write legible and their penmanship shows in their writing.

## Journal Writing

The students' journals are a vital tool in my class because at the beginning of the school year students have only a line in their journals to write a single sentence describing what they learned that day. This time is also used to practice writing their first name on a dot-to-dot page. Students practice writing their name on a dot-to-dot page in class and also practice at home with their parents. The learning is reinforced in class and at home when they learn how the names of letters and sounds. The Minnesota Early Steps to Reading is a good example of how to teach the letters and sounds because this activity helps parents see what their children need to learn at home. Students are rewarded for all the effort at home and the parents also get a sense of what they need to learn in school by helping at home. The Zoo-Phonics Program is also a good tool to use in my class because students use their bodies to assimilate the sounds with the letter learning experience. They also use a chart of the alphabet and high frequency words on the other side of the chart and numbers 0-30. Students become associated with their natural environment by learning more about each animal and they learn to appreciate the life of the animal kingdom by its name, habitat, and food and learning about special



features they have never heard of before. Because I want my parents to know what students learned about the animal during that particular week, I send home most of the information students learned about the animal to review at home. The homework contains questions about the animal in which students need to write about in their homework journal included in the homework packet. If the student is having difficulty knowing something about that particular animal, the parent can help him remember by reading more about it at home.

### Second Trimester

During the second trimester, students are beginning to combine letters to make words on their own and are beginning to write simple sentences. At this point, I am able to see beginning, middle and ending sounds in words and in simple sentences. They are using the syllabic/alphabetic and alphabetic conceptual interpretation and I am also able to see the correct spelling of some high frequency words in their writing. During this time, students also begin to learn more phonics and phonemic awareness in the classroom starting with segmenting, and rhyme. For the second trimester students are introduced to new reading horizons. The Scholastic program offers a set of reading books that are

at the students' reading level. Each big book has little books that students use in the classroom. Included in this program is a set of backlines that I use to make copies so students can read to their parents and review the activities learned in the classroom. These copies are sent home every Thursday for the rest of the year. The parent's job is to help their children create the little book by cutting, stapling, to read and to keep. This activity helps students improve their reading skills and develops the slow decoding that some students are still struggling with reading. Students are introduced to a variety of reading strategies such as: making sense when reading for meaning purposes, beginning concepts of language, making predictions about the text, self-correcting when needed, and using concepts of print when they are faced with re-reading a sentence, pausing at the end of period, using beginning letters or cues, and using picture clues to read or using phonetic clues to read adequately. To help those who are having difficulty, I use sentence strips to modify the reading instruction. I also use pictures to create meaning during the story.

### Third Trimester

The last trimester is one of the most exciting learning experiences because most students become

"proficient readers and writers" in my kindergarten classroom. During this time students have a better understanding of the animals' classification as mammals, reptiles, fish, birds and invertebrates. Students are able to write about what each animal is able to eat, do in its habitat, and describe special features about the animal. Students have a better idea of what a KWL (what I know, what I want to know and what I learned) is; they have had the experience of creating mediated structures, what a visual sequence of events is, and what a T-CHART (looks like and sounds like) is, and what a mediated structure grid looks like because I display one in the classroom for them to refer to. The animal informational mediated structure grid is displayed in the classroom and divided into different categories according to the name of the animal, the food, its habitat, and its special features. I also use Venn diagrams to show the difference and the similarities of animals that live on the land and in the ocean. This visual evidence of helps my students' brain to store and process actual information more efficiently than one could imagine. It also helps them develop their comprehension skills, which are important to learn in kindergarten. The mediated structures are useful tools because they serve to visually represent, organize, and

help students comprehend the basic elements of literature. During the last trimester, students are now well trained in writing descriptions for their favorite animals, which helps them get prepared for the last writing trimester. The writing prompt requires students to write three sentences about their favorite animal along with details.

Thus, during the last trimester students are able to make their own books using repetitive print patterns that show their own illustrations using different types of habitats such as, in farm, in the forest, in the ocean, in the zoo, in the pond, and in the dessert animals. Students can illustrate and write their own book about the creatures that live in each of those habitats creating separate books of each animal classification. At the end of the school year, students are able to write and describe each of the animals that were categorized during the year. Most students are able to write in details all the facts they each learned about the animals.

### Phonemic Awareness

What is phonemic Awareness? Phonemic Awareness is the understanding that speech is composed of a series of individual sounds called phonemes. This special concept is very different than learning the sounds and letters of the alphabet. When students learn phonemic awareness, they are

using the ability to hear individual sounds in words as:

/c/ /a/ /t/ and the ability to manipulate sounds in words orally as: "the word is "make" if I take out the "m" and replace it with the letter "b," what is the word?"

Phonemic awareness is an oral skill that not every kindergarten is able to understand and manipulate. For some students it takes the whole nine months to understand this process. Those students who lack phonemic awareness do not profit from phonics instruction. For this reason, it is extremely important to have students practice phonemic awareness on a daily basis. When teaching phonemic awareness students learn the following:

1. What a syllable is how to make words using individual sounds,
2. Rhymes; sound alike/ spell alike, initial sounds,
3. Segmentation- segment and pronounce the whole word, or articulate the word slowly and segment the sounds of words,
4. Blending-blend the word by combining individual phonemes and combine sound clusters,
5. Manipulation- manipulating to change the initial sound of words with rimes.

To reinforce phonemic awareness with my students, I use songs, books, activities, picture cards, hand made materials so they can manipulate words, and most important, I use the oral skill to teach phonemic awareness. At the end of the year students are able to manipulate their language and are prepared to go to first grade.

### Rhyme

Teaching rhyme is not an easy concept for kindergarten students to accomplish but with practice students can obtain the necessary tools to understand it. I teach the students this concept during shared reading because I know that they need to be prepared for the end of the school year. If this oral activity is done constantly during the year, students will be phonemically prepared for first grade. Another way I reinforce this activity is by aligning six pictures with two pictures together in three rows so students can find the picture that rhymes with the other. This activity is done in class as well as in the homework packet. This is the way I have students practice rhyming at home. I add pictures on one half side of the paper and I draw empty squares next to those pictures. On the bottom of the sheet I add the pictures that rhyme with the pictures on top. Students are

supposed to find the picture that rhyme by coloring, cutting and pasting it in the square next to the picture. Sometimes I have to teach my parents what rhyming means, how to apply it in their daily routine and the purpose of teaching this important subject at home or in the car. Rhyming helps the children to see graphophonic patterns and helps them "come to know" how to recognize these patterns by oral practice.

### Black Pipes

The black pipes are an important tool to use in my classroom because it offers students an opportunity to hear the sounds needed to write. During the years I have been teaching, I have noticed that students were having difficulty listening to the alphabet sounds to write words. Due to this problem, I decided to invent a "phone pipe" that would allow students to hear the sounds of the letters when writing words in their journal. This pipe has two connections that are both bend together making it look like a phone. When students say a word in a normal voice, students hear the word as an echo deep enough to make you lower your voice. It is a mediational tool. This technique is very unique because a student who is having problems hearing sounds allows the student to segment each sound he/she is able to hear. This pipe can also be used as a

way to stop those who are loud in class to lower their voice. Give those students who are loud to talk in the pipe and when they try to speak, it hurts their ears. The pieces used to make this kind of pipe are found at a hardware store.

### Scaffolding as Mediation

One of the strategies used to improve students' comprehension is done through the use of instructional scaffolding which is one of many techniques that I use in my classroom to teach students' reading comprehension using big books. In addition to Vygotsky's zone of proximal development, we can then introduce the next process of mediation. Vygotsky's social view of learning instructional strategy that a teacher can use to provide assistance to their students' reading comprehension is by applying mediation as an important technique in the classroom. According to Vygotsky, (1978), every mental function in a child's learning development comes with the help of an adult or an expert. This collaboration occurs in what he refers to as the zone of proximal development. This strategy is used between what children can do independently and what they can do with the assistance of an adult. The teacher takes the majority of the



responsibility to teach students how to work and complete a task successfully by modeling each step of the mediational process. Wood, Burner, and Ross (1976) were the first people who used the term *scaffolding* in their educational setting. They describe the word scaffolding as a "process that enables the child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his or her unassisted efforts" (p.90). This strategy has supported situations in which students were able to expand their current skills and have brought up their knowledge to a higher level of learning. What the teacher or the adult does is to monitor an individual student or a group of students learning carefully and provides assistance when needed on a regular basis. Once the student or a group of students is able to accomplish the task, he/she is ready to work alone to make progress toward an academic goal. Scaffolding is a strategy used to aid students by helping them to better complete the task giving less stress and learn more than they would have otherwise. This type of strategy is an effective technique that is regularly used during the third trimester in my kindergarten classroom setting. This technique does not always work for most students because each student has different background knowledge of the subject and they do

not always learn at the same rate, but it has helped those students who have accomplished the expectations of the academic kindergarten skills set for every testing trimester. What is the effective technique used and how is it used in within the kindergarten classroom? The following gives examples of this special and effective learning technique.

#### Story of "The Carrot Seed"

In this technique the teacher uses non-fiction and fiction books in which the teacher and students analyze the instructional mediational book and together they work to make meaning of the reading. During the reading, the teacher's role is to prompt students and allowing students to ask questions about the story and probing their questions and by elaborating students' responses during the instructional process. To have an effective result, the teacher must call to mind their knowledge of instructional histories and the ability to apply the reading process effectively and also accept the student's opinion about the story. Once the teacher has most students engaged in the reading, he/she needs to consider two things: how his/her instructional talk moves or motivates the students to get closer to the teacher's goal of learning and how he/she can use student's responses

from the reading to make the students more aware of the mental process in which the students are engaged in.

In another example, the science curriculum, students were learning how a plant grew; *The Carrot Seed* by Ruth Krauss was used in this example to refine their understanding of how carrots grow. In the following example we (students and teacher) analyzed the story in Spanish by using questioning strategies.

This story is about a boy who plants a carrot seed. His family keeps telling him that the plant will not come up. The boy, in the other hand, is determined to water the plant and hopes that some day it will grow. Nonetheless, the boy waters it daily. The story concludes as: "And then one day a carrot came up." The teacher would say what happened? The plant grows as a fern-like plant. There is no sign of a carrot so the teacher can then say: where is the carrot? In this interaction the students are usually confused about what is coming next. The teacher then scaffolds his/her construction of meaning through carefully questioning the students about how and what color the carrot looks like and about what they eat if it is the green fern plant or the orange part. Later, the teacher can introduce the word root that grows below the

ground. During this dialogue the teacher can say the following while reading the last page of the book:

Mrs. Cabral: Then one day the carrot came up. ((Entonces un día la zanahoria brotó)

Anna: Then one day the carrot came up. (Entonces un día la zanahoria brotó)

Mrs. Cabral: Yes, but where is the carrot? Do you know?  
(Sí, pero donde está la zanahoria? (Tú sabes)

Anna: Up? (Arriba)

Mrs. Cabral: Do you know David? (Sabes tu David)

David: I don't know. (No se)

Mrs. Cabral: Where is the carrot? Does anyone see the carrot? (Dónde esta la zanahoria?) Alguien ve la zanahoria?

Anna: That is the big root (pointing at the picture). (Esa es la raíz grande)

Mrs. Cabral: What is a carrot? (Qué es una zanahoria?)

Students: (No response) (falta de respuesta)

Mrs. Cabral: Where is the carrot? (Teacher points to the picture) ¿(Dónde esta la zanahoria?

David: In the ground? (En la tierra)

Mrs. Cabral: So would a carrot be a root? (Puede ser la zanahoria una raíz)

David: (shakes head negatively) (mueve su cabeza negando)

Mrs. Cabral: Aren't roots in the ground? (Que no las raíces están en la tierra)

Students: (shake head up and down) (mueve su cabeza de arriba para abajo)

Mrs. Cabral: So, do we eat roots? (Así que comemos raíces?)

Students: No! That's nasty! (No que cochinos)

Mrs. Cabral: Do we eat carrots? (Comemos zanahorias?)

Students: Yes! (Sí)

Mrs. Cabral: Is a carrot a root? (Es una zanahoria una raíz?)

Students: Yes...Yeah (Sí...claro que sí)

In this lesson, I gave the students an opportunity to see and feel a real carrot and to taste the "root." At this time, I pushed it further by learning aloud about carrots and how people use them in food. In this dialogue, I give students prompts to think about the carrot in relation with the specific illustrations given from the story. At first, the story went well but when it came up with the plant the students experienced a lot of confusion because they expected to see the carrots in view of the story. I tried to engage the students' thoughts into the reading by saying: Where is the carrot? Do you see it? At least one student had a concept of a "root" when I asked,

what is a carrot? Since I did not see any responses, then I asked: Where is the carrot? One child in the group raised his hand and asked: In the ground? I noticed that this student still had doubts about his answer. But I affirmed this information by asking another question: So, would a carrot be a root? Aren't roots in the ground? The students responded affirmatively and pushed their thinking further by asking: So do we eat roots? This re-affirms their emphatic negative response. By using these types of questions, at the end of the lesson, a teacher can attain a series of graded questions and students come to clarify their understanding of how the carrots grow in the ground in this story. This also gives an opportunity for the teacher to talk about the importance of using pictures and real items (in this case the carrots) while reading a story and to ask whenever they have doubts about a specific item or a subject they do not know much about to discuss and have a better, clear understanding of the reading lesson. This lesson offers my English learners the personal experience needed to understand meaning from print by sharing and discussing this literature selection.

#### Read Aloud

To help students develop their listening skills, I use Reading Aloud to extend their reading experience.

Reading stories aloud, allows students to listen to a story and to absorb the meaning and sounds of the English language. This is the time when I let students "choose" the book they would like me to read to them. Reading Aloud is a shared reading pleasure that not all students have. I read a book a day to my students and the students love to listen to the stories especially if it involves stories they are familiar with. Since I read a story about fairy tales almost daily, students get acquainted with the story and they are able to re-tell the story at the end of the month using puppets and pictures we make in the classroom to guide them on their reading. This activity helps most students develop their first hand experience that they have before coming to school and exposed to the reading and it also helps them develop their vocabulary and background knowledge.

Thus, what is the benefit of Reading Aloud to students? Reading Aloud provides a way for students to learn about concepts of print and how print works as: directionality (left to right and up and down print) and, print decoding. Reading Aloud gives me an opportunity to explain that letters are made up of words. Reading Aloud also gives students a chance to "act" and use their imagination in front of class by changing their voice and

to use different costumes so students can get involved in the "love" of reading. I also noticed that by Reading Aloud increases their attention span. Reading Aloud also helps students stay focus during the reading. The responses I get from parents are that students are able to use the mimics and voices I make during the Reading Aloud at home. This Reading Aloud activity also helps me "relax" from all the other compromises that I am face with daily.

Whole Group Reading Aloud Instruction is a vehicle for teaching reading comprehension. The reading strategies needed to succeed in kindergarten are introduced during large-group reading aloud instruction to my students which is an important reading instruction for the monthly theme students are exposed in my kindergarten class. Reading Aloud also reinforces concepts of print such as directionality, spacing and printed words that helps to convey a message each time a fairy tale is introduced. During the reading students engage on individual learning experience because it engages students' attention to the reading. Every learning theme is related to the kindergarten-teaching standard, which correlates with the fairy tales. During each reading, students make predictions about the story and examine the back cover and talk about characters, setting, and plot based on the



pictures in the text and at the end, students are able to retell the beginning, middle and end of the story. During the retelling of the story students are invited to come to the front to and play parts of the animals involved in the reading. Using masks and costumes students are able to act out the story. During the month of September students learn Little Red Riding Hood and students learn the words: "I and see." In math, students learn to sort, classify, graph, and their lunch number. In science and social studies students learn their five senses, the pledge of allegiance, and the rules of our classroom. In rhyme, students learn "One, Two, Buckle My Shoe." Last, in language arts students also learn the letters Ii, Mm, Rr, and Ss and how to sequence the events of the story. In the month of October, students learn the folktale about The Three Little Pigs. In language arts, students learn the letters Tt, Bb, and Pp and the words: "My and like" and are able to put the pictures in order after reading all the different types of stories related to The Three Little Pigs. In math, students learn all about patterns, how to write and count numbers 0-10. During science and social studies, students learn their colors and review their five senses and America the beautiful.

In addition, during the month of November, students learn Goldilocks and the Three Bears and students learn the words: "A a, and No, and to." In language arts students also learn the letters Oo, Hh, Vv and Cc. For math, students learn to practice writing and orally counting numbers 6-12, more, less, and equal signs and counting 6-12 backwards. In science and social studies students learn manners, conservation, how to be thankful and all about the Thanksgiving Holiday and "This is Your Land." In the story students learn to put the picture story in sequence, and characters and setting and are able to act out the story using puppets and costumes. For the month of December students learn the fairy tale about The Gingerbread Man. During this month, students learn how to make a gingerbread man and we recreate a search path throughout the school grounds. At the end students get to eat the gingerbread man. In support of language arts, students learn the letters Ee, Nn, and Gg and the words "and" and "also." In math, students learn to tell calendar and time. For science and social studies, students learn the properties of water, map, globe skills and community and the song God Bless America. During the month of January, students learn The Little Red Hen along with the letters Ff, Ll, Kk, and Qq and the words "Go, is, and

here." In math, students learn to count and write numbers 0-20, time, and the days of the week. For science and social studies students learn the seasons, weather and all about Martin Luther King.

In addition, during the month of February, in language arts, students learn the letters Uu, Xx, Yy, and Zz and the words "for and have." They also learn all about the fairy tale The Three Billy Goats Gruff. In math and in science and social studies students review to count and write numbers 13-20. They learn all about patriotism, all about presidents and Abraham Lincoln. They also learn about the tale Jack and the Beanstalk, along with the letters: Ww, Jj, Th and Ch and the words: "said and the" and some diphthongs. Students also get to plant the beans they have grown on a plastic bags filled with wet cotton. For math students learn measurement, capacity, volume and numbers 20-25. For science and social studies students learn about the parts of a plant, map skills, before, after, above and below. During the month of April, students learn the fairy tale The Mouse and the Lion. By now, students have learned all the letters of the alphabet and are beginning to learn the short vowels. For math, students learn numbers 21-30 and for science and social studies they learn the life cycle of a plant and animals

and they also review glove skills. We also celebrate The Day of the Child, which takes place on April 30<sup>th</sup>. During the month of May, students are reading high-level books and are making their own books about their favorite fairy tales and are also learning nursery rhymes. They are also adding and subtracting numbers of one digit. For science students learn land skills and mother's day. During the month of June, students are beginning to think about their field trip to The Aquarium of Long Beach and the last day of kindergarten. All of the above activities are incorporated in the homework packet that students take home every month. Parents participate by reading the fairy tale to their children every week and they also participate as "readers" by coming to my class every month and share their favorite fairy tale. They also read their childhood favorite book to the students in my class and the students get to ask them questions about the story. As you can see, as students progress the assignments become more difficult but with all the activities and support from my parents anything is possible.

### Story Retelling

If I want my students to become good readers I have to make sure they are involved in story retelling. First, simple retellings involve students in identifying the

simple steps to explain the major events in the story and illustrating each page in sequence. Guiding students in identifying the sequence of events in order, beginning, middle and end, is an important learning activity that is very common in kindergarten today. It is also the hardest learning strategy for a kindergarten student to learn. To be able to listen closely to a story and been able to summarize in detail what he or re read or what the teacher read is a skill that not all students come to know (especially if the student was not read to during his childhood). Story retelling is referred to making a mental or written summary (even drawing a picture) of information gained through listening or reading. To develop this important skill, the first step during the nine months of instruction, I read a new fairy tale story to my students each month. I use all books that relate to the same story and every time I read it, the students' job is to find out if there is any difference in the plot, characters and setting of the stories just read to. This activity is an excellent comprehension strategy because students get to learn about the story and are able to relate it to their own lives. The second strategy I use to develop this skill is that I use a simple retelling map in my classroom that

allows students to "see" in pictures what happened in the story just read.

Second, the simple retelling map shows the setting of the story by drawing a path leading to the beginning and other places where the action occurred. The events are connected with the path. The path is done according to what the student knows about the story. Students then add details such as characters, events, setting and the end of the story in a picture drawing. The last strategy I use to help students understand the story is that at the end of the month, I line up students in front of the class and give each of the six students a big picture (out of order) of each of the order of events in which the story happened and they supposed to line up in order the events took place in the story. The students write numbers on their cards and students decide who comes first and who is next in the picture according to the story read during that month. After students figure out who is first and who is last, students get the same pictures of the sequence of events out of order in a regular piece of paper and they color the paper and they cut and paste on a graph that shows the numbers one to six and they supposed to line them up in order.

Third, students get to write about the story on a piece of line paper, which is attached along with the picture graph. To close this activity, each student is allowed to come to the front of the class to retell their story to the rest of the class in his or her own words. This activity helps me to see who is able to pay attention while reading all the stories that relate to the same topic during the month and it helps the students to speak in front of the class using complete sentences. Besides, when students read and express their writing in front of the class, it helps students share their personal opinions and emotions.

### Mediated Structures

How can I improve students' vocabulary? One way I do it is by introducing students to a very simple beginning sound of a mediated structure. When I introduce the letter of the week to my English learners, I use a mediated structure that I made during my first year of teaching. Mediated Structures are tools that help to visually organize information. Before I begin this activity, I give students a card with the picture of the thing that begins with the letter we are learning that week on one side and on the other side the name of the item is written in red

(I use red print for Spanish and black for English). While the student looks at his card and thinks about the picture, the teacher is getting ready for the students. To do this activity, I use a line chart paper and I divide a line in the middle and write the letter of the week on each side in capital and lowercase. One side is red and the other is black indicating the beginning sound for each language. I then ask the students to first tell me what the item is and then to spell the word to me so I can write it on the side where the word belongs. I then draw a picture of each item and we read the word together making sure I add a highlighter tape over the beginning letter word. At the end, students read Choral Reading where students read the word together with me.

Following this activity, students go to their desks and find a regular 8 by 11 alphabet book mediated structure that is equally the same as the one displayed in the classroom but it contains six spaces for students to draw what begins with the same letter. Students draw the pictures and write what it is according to their native language. Students are supposed to read at least two words to me before they go to recess and if the student does not know what the items are they suppose to "ask" another student from the class. This activity helps my students



improve their basic vocabulary in a way that is more meaningful and students have fun doing it with me.

### Expository Writing

The expository writing is used to build vocabulary and background knowledge. It also helps students to read fluently and to comprehend what they learned using informational texts. When students do the activity well, they learn to categorize and to organize thus the skills needed to write well. During this activity students learn to organize their work in a way that they become self-editors of their own work. To begin, the teacher selects a short piece of informational text (for kindergarten the story needs to have a few paragraphs to a few pages) for Shared or Independent Reading. For Shared Reading, the text needs to be in an appropriate format, such as a big book, an overhead transparency, and individual student copies of books or photocopies of pages made from a book. It is up to the teacher's discretion to use the books that students are going to use. The students will use this information from the text to produce an expository composition during interactive, shared, or independent writing. This activity will take approximately three weeks to complete. At the beginning of this lesson the teacher "models" how to put the information together

and how to edit with the students so they can become familiar with the story and the format. For lesson one, students learn how to put the knowledge chart together.

The objective of this lesson is to have students explore and list what they know concerning a topic before they read to learn more. For the first lesson the teacher uses a big butcher or line paper divided into two lines one line is labeled as "prior knowledge" and on the other it should read "new knowledge" and is posted in the room for students to read from their seats. For prior knowledge, the teacher asks the students what they know about the subject and she uses the chart to discuss, read, listen, and write. When writing the prior knowledge, the teacher needs to list the things students know about the subject. In the mean time (if the teacher wishes to) students can be coping the words the teacher wrote about the prior knowledge.

Following lesson two; the students learn Shared, Independent and repeated reading informational text. The objective of this lesson is to discuss new vocabulary and then comprehend and read expository text. Before reading, the teacher needs to decide whether the reading will be whole class and shared i.e., shared with some students and independent for some or for all students. At the beginning

of the lesson, the teacher tells the students that they are going to read to learn and remember the information given about the topic. If the students do not yet know how to read, the teacher needs to re-read the story over and over again because this is the only way student will be able to remember what's been read. Repeated reading will also improve the students' ability to read the story fluently. If the reading is shared, the first reading is modeled with fluency. The teacher is supposed to ask students if they heard any unfamiliar words during the reading. For the second reading the students and teacher do a Choral Reading of the text where students read the story together with the teacher.

Following lesson three; the students read the story for the third time independently (or the teacher can read the story to the students again) focusing on their own fluency as they read the text. At this time, students will begin building background knowledge and gain the experience of using informational text and its structural features. If the teacher reads the story again, she can help locate the information needed to do the expository writing composition. Next, the teacher writes the vocabulary words on a chart with the students. The teacher should remind students that when they build new vocabulary

words and if they use them in their daily vocabulary, they would become better readers. In lesson four, the teacher will help students to categorize the informational words into groups that have something in common, for example: what sharks eat, how sharks breathe, etc. The teacher will use a chart and can divide the paper into four sides and write each category on the side that it fits well.

### Shared Reading

Shared Reading is based on the bedtime story experience students get during their childhood. The book parents select provide the child with natural language, provide visual pictures and important words, and most of all, it appeals to the children with the kinds of stories they want to hear over and over again. During the Shared Reading instruction, students are allowed to look at the cover of the book and together with the teacher discuss what he or she may think the story is about. This is an important activity because this activity will give the teacher an idea if students were read to at home. The teacher reads the title of the book by pointing to each word as it is read. The teacher then takes the opportunity to talk about the title page of the book then the teacher allows the student to read the title after she introduces it. After this is done the teacher reads the first page of

the book, which will read: This is an apple. She encourages students to join in and to read with the teacher, until finally, students can read the text independently. All children are supported and encouraged to construct meaning through illustrations, language patterns, active participation and enthusiasm during the reading by the teacher. The teacher then puts away the book and reviews the book the next day. The next day, the teacher asks if the children remember the title of the book. As the teacher points to each word and pictures, she pauses at each page and discuss the illustrations with the students.

Thus, for the following day, the teacher lets the students read the book on their own. When introducing the letter of the week on Monday, students are required to find the letter that they are learning that week in the alphabet books. The alphabet book is introduced during the opening as a Big Shared Reading Book so students know the objective of the lesson by reading the book with the teacher. The students then highlight the letter of the week on each page of the book and the students color the picture that goes with it and then the students read the book on Friday. They file their book in their pizza box. At the end of the year, students take their pizza box home

with all their alphabet books and Shared Reading books filed in alphabetical order. A pizza box is a plain box that I use every year in my class so students can use it to accumulate their class reading books. The pizza box helps keep the students' books in order. It also helps students recognize it as their own personal property.

#### Shared Reading in Spanish

The first step in having effective teaching is to know exactly who your students are. Gathering the proper background information on students equips the school and teacher to better understand and meet the educational and academic needs of English learners. During the language arts instruction the Shared Reading is done in Spanish to my English Learner students. As students acquire more knowledge in recognizing and reading high frequency words, students' self esteem raises and students become independent readers. The teacher then selects books that have a high interest text. It may be above the students' independent reading levels. During the reading, the teacher models the reading and pauses only for important predictions or when the teacher wants students to comment on the story. The teacher maintains the whole and does not overly question during the reading. The teacher tries to maintain the reading as a fun reading activity. By

re-reading the selection again and again, encouraging students to read portions of the text with the teacher, students can then "echo" by reading after the teacher one, or two sentences at a time. The teacher re-reads the story several times, encouraging students' participation through reading, role play, adding sounds, reading small simple "lines," etc. For those students who have problems reading, I do the reading with them on a one to one basis for at least at month two times a week using all the strategies needed to become good readers.

#### Guided Reading

However, before I begin my reading group rotations on guided reading, it is very important for me to know where my students are, so I can place them in the right group for the Guided Reading experience. The term Guided Reading is the "bridge" between shared reading and independent reading. Namely, the Guided Reading process is basically adapted for those students who are ready to use the mandated reading resources given to us by the district. It is a way to prepare students to become independent readers. Throughout the months, I make a list of students who are able to retain certain book teaching techniques and concepts of print, which are important tools to use during the Guided Reading process. There are certain

"steps" that take place during and before the guided reading process. The first thing I do, is that I select a text that "fits" the instructional level and I also need to see if there is a text for every student in the group selected to read with me. I call three to five students to meet with me to discuss the title of the book, the cover and the illustrations. I combine the results students give with their background knowledge and related experiences. Next, I do is that I ask students to turn the page, and I then I do the picture walk and we talk about what is going on in the story. I model the language of the book and I encourage students to describe the illustrations that help them draw special meaning. I also encourage students to predict what is going to happen in the story and I clarify their predictions made about the story in the book. I then read the book (tracking the words and sweep my finger under the text) with the students and students read the book independently or with a partner.

Afterwards, I have students read the text in a Choral Reading where students read the text together to support each other. At this time I monitor the reading. Next, the students return to the text and discuss the story. I let students describe their own reactions, opinions, and related experiences about themselves. To extend this



activity, I ask students to find a specific high frequency word learned in class and to add a clear tape on the word that is repeated within the story. Students spell the word with me and they use that word in their journal writing as part of their repertoire. Students may re-read the book alone or with a partner. To extend this activity, I guide children to make their own text by using the same pattern that the book originally used. Students can have me write the text or I can type it in the computer to make little books of their own and they illustrate them and share it with the rest of the class. This is the time I take to identify certain reading skills, concepts of print, or reading strategies that are important for students to know during this activity. After students read the text, they can take the book home to read to their parents. In return, students take the book in a zip loc plastic bag where parents sign their name next to the title of the book read to. Students are supposed to read at least twenty minutes per day. This activity allows children to have their own book, touch the book, experience its text, and more important "own" a book which many of our English learners do not have the pleasure to own one.

### Monthly Homework Calendar

The purpose of using the monthly calendar is so that students learn how to use a monthly calendar and learn that for each day, there is an assignment to follow and to learn the number pattern in writing numbers from one through whatever the monthly ends. The homework in my class is sent home every month. Every month, students take a homework package according to what has been taught and what students are able to accomplish on their own. One side of the homework calendar contains a full detail of important events and themes along with information about each subject instruction that is going to be covered during the month as language arts, literature, math, science and social studies. This side also contains poem information, little books that will be sent home on a weekly basis to help accumulate the reading in class and support the practice reading at home. The other side of the homework contains the everyday homework activities students need to complete along with instructions as to how to start and how to complete the assigned homework. The homework package also contains a laminated sheet that shows the D'Nealian alphabet and numbers. Parents keep this sheet to show their children how the letters and numbers are formed. The homework also contains a monthly

number calendar with certain numbers that are displayed in dot-to-dot manner so students can connect the dot while writing the numbers and other purposely missed numbers so students can fill in the appropriate numbers.

The math contains pages of activities as well as problem solving with reasoning. The language arts part contains writing that needs to be completed along with a homework journal filled with at least ten line pages attached so students don't need to obtain paper to complete the language arts required assignment. Reading is an important part of the homework and parents are responsible for reading stories to their children on a daily basis. This is the most difficult part of the homework because most of my English learner parents are not used to reading stories at home and do not have books available to read but I encourage them to read books as much as possible-and to use my classroom book library to "check out" books that I have accumulated throughout the years. This has been a special part of my years of teaching kindergarten because every year, parents come into my class and are excited to take a book home to read. I feel very fortunate that parents are not afraid to ask for help and to ask for clarification when they do not understand part of the homework. I also send a "No Excuse

Word List" in which students and parents practice writing and memorizing the words together using special activities. Students also receive a couple of picture poems as well as picture rhyme pages that need to be colored, cut, and glued.

#### Parents' Mandated Meeting

Before the beginning of the school year, I demand a meeting with the parents because I want them to know what I expect from their children. The first thing I do is introduce myself to the parents in a meeting and give full background academic information. I introduce the programs and give specific recommendations that are going to be used at home and in the classroom giving visual information, homework, hands on activities, rewards, my daily schedule, and the standards from which the students are going to be responsible to learn throughout the nine months of school instruction. Another important recommendation I make to parents is that they need to send their child to school everyday to be a successful learner. But the most important information I tell the parents is the fact that I want them to be part of their children's education by participating in the classroom with everyday activities. On the first week of school before I introduce the English alphabet, I first test all students (English

and English learners) to see what letters and sounds they know. The following program is completely done at home with the support of parents or older siblings.

## CHAPTER FOUR

### DESIGN OF SPECIFIC ALPHABET CURRICULUM

Besides the overall kindergarten curriculum, the following are the specific strategies, methods, and programs used to teach the alphabet:

#### Ways of Teaching the Alphabet

Graphophonics is an important part of the reading literacy because it allows the student to verify their ability to recognize their letters and sounds in a word. Although it seems logical that students would ever learn the letters of the alphabet by memorizing the shapes and the way it is written, that is not the way it always happens. Students learn to tell one letter from another by being able to compare that same letter with other common letters and by noting distinctive features of the particular letter they are looking at. According to Thomas Gunning (1965), teachers should introduce the letters at least two at a time so students can compare and contrast each letter being introduced. He also suggests that teachers should introduce the upper as well as the lower case letters of the alphabet at the same time because students will eventually see both forms in their reading. His idea in learning the letters of the alphabet starts by

using students' names and to explain that names are made of letters. He says, "as soon as the child is encouraged to write his/her name, his/her attention is being directed to letters." He says that teachers write students' names on the board and talk about it by introducing first name and last name talking about the capital letters and lowercase letters. He also suggests that teachers should begin with the names of those students whose names begin with the first three or four letters of the alphabet.

Besides learning the letters of the alphabet, Gunning also suggest to create signs for the class as a "writing center" and to bring items like cereal boxes, signs and posters and to discuss the words printed on them and the letters that make up words using magnetic letters, felt letters, and to use games such as alphabet walk; where they dance as the music plays, and to learn the alphabet using music. Read alphabet books that present the letters of the alphabet clearly and to use the proper words for upper case and lower case instead of saying big and little. These learning strategies are an important part in learning the alphabet letters. These strategies mentioned are important to use at the beginning of the school year when students are just beginning to write their name,

learn the name of the capital and lower case letters and sounds and its identification.

In addition to how students come to learn their letters and sounds Honig, Diamond and Gutlohn (2000), suggested that in recognizing the letters of the alphabet students should be required to learn more than just being able to say the alphabet. They say that students should be able to match the letter names to four written forms: uppercase manuscript, lowercase manuscript, uppercase cursive, and lowercase cursive and to distinguish other letters that are similar in appearance. This point of view is important because when students begin recognizing letters, no matter where they are, they need to identify or relate what they are learning in class with the environmental print. The Minnesota Early Steps to Reading (mentioned later in this chapter), which is used in my classroom, is an important program because it includes all the letters of the alphabet using all the different fonts so students can recognize any letters in the environment. They believe that good emergent readers not only need to identify letters but they also need to know letters out of sequence. According to Honig, Diamond and Gutlohn (2000), teachers should teach students the letters that are more common along with teaching students the right letter



formation which is an important part of the alphabet recognition.

### Spanish Alphabet Background Information

Before I arrange my classroom environment, I first find out my students' background information. The first thing I do is to find out what primary language the students speak at home and then I read their specific educational background information from the student as well as the parents. The students' background also allows me to find out if they know any letters and sounds. Students who attend pre-school do better during the year than those who have received little or no prior schooling. Students who attend pre-school are more confident and are more acquainted with the kindergarten routine. Every year, I am scheduled to teach kindergarten according to how many English speakers and English learners registered for my kindergarten class. Some years I get more English learners and others I get more English speakers and vice versa. Whatever the case may be, I have to prepare the teaching instruction for all students according to the primary language these students use at home.

The following gives specific research information on how to teach the Spanish alphabet. There is very limited information on how to teach the alphabet in Spanish.

Because the Spanish language is more phonetic, it is easier to teach Spanish because there is generally only one sound for each letter of the alphabet with some exception; the letters c and g that have to have the soft sound and the letter x which has more than seven sounds in relation to the Spanish language and the letter h that has no sound at all in order to make words more meaningful etc,. There is nearly one-to-one correspondence between the 22 phonemes in the Spanish that is spoken in America the 29 letters that represent that sound. Although the English alphabet comes with 26 letters, the Spanish alphabet has 29, which for English learners; these are three more letters to learn. One significant difference between the Spanish and the English is the ease with which the students are able to learn the letter/sound correspondence of the five Spanish vowel sounds. Each vowel letter has a distinct and relatively consistent sound that forms the open (/a/), semi-open (/e/, /o/), and (/i/, /u/), depending on how wide the month is open and the position of the tongue and lips.

Why do teachers in México teach the vowels first in the Spanish language? Because of the grapheme/phoneme consistency and structural importance of vowels, beginning Spanish readers are taught vowel letters and their

corresponding sounds before they are introduced to consonant letters and their sounds. To make sure I had the accurate information for the Spanish instruction, I visited a couple of schools in Mexico to see how teachers taught the Spanish alphabet. I was surprised to see that teachers own a practice step by step letter format book filled with vowels, consonant letters, and simple dot-to-dot sentences and paragraphs for students to use (students also own a similar book). This is the only teaching curriculum that all teachers have in Mexico to teach the alphabet. Teachers in the pre-kindergarten setting use alphabet practice penmanship letter books so students can accomplish a perfect writing formation. In first grade, teachers also teach a letter per week but they begin teaching the vowels first and then the most common consonant letters which are: m, s, l, and p, etc... So students are more familiar with learning the two syllables required to read.

Thus, in Mexico, students do not review the whole alphabet daily; instead, they learn the letter and the syllables that come with the consonant and the vowel on a regular basis. When English learners learn the letters and sounds of the alphabet in my class, I then introduce blending syllables with consonants that can hold their

sound. There are certain syllables that teachers can use to teach without having to constantly re-teach. The following syllables are capable of "holding" their sound, thus facilitating the blending process. These are: ma, sa, la, ra, na, fa, ja, lla, za, ya, xa, wa, and na. The way I teach it, is I pass out La hoja de estudiar: silabas con "a" to each student, introducing him or her to take it home to study every day. To practice in class, I give students a blackboard and I have them write the letter "m" on the board and then I have students say the sound. Then, I have students write "a" underneath and have students say the sound. Then, students write "ma" together by placing their finger under the "m" while making the "m" sound. They slide their finger under the "a," blending together the "a" sound with the "m" sound. Students then practice saying the "ma" sound.

Last, students read their syllables on their own. I do a syllable on a daily basis until students become "masters" of their consonant sounds. After this activity is done, then I introduce students those syllables with consonants that cannot hold their sound which are: pa, ta, da, ca, ba, ga, cha, va, ha, and ka. I do the same activity as mentioned above for each syllable stressing that these consonant do not hold their sound. The last

activity students are responsible for is to learn how to take dictation. This activity is not introduced until I know for sure that students are ready to do the following activity. I tell the students to write "ga," "ja" and "ca" on their paper. I explain to students that "ga" or "g" is pronounced "hard" (like the "g" for "gato") when it is accompanied by "a," "o" or "u." I ask students to stop and I check for understanding by walking around the classroom. If I see that most students are able to capture this, then I continue giving the rest of the syllables as: la, pa, da, ra, ta, na, ca, fa, cha, xa, ma, na, wa, ha, and ja. If a student uses a different letter as in "ca" they write the syllable "ka" I then, I simply correct it with the student so he/she learns how to use it correctly. After I finish this activity, I then introduce the two syllable words to represent the beginning reading approach in Spanish. During this activity students are responsible and allowed to use their students' charts to help them read. Most of the time the two syllables is an important oral practice activity because is actually the first step to begin reading in Spanish.

#### The Minnesota Early Steps to Reading

During the first trimester of the year, I send the Minnesota Early Steps to Reading Program package home to

the parents with students on the second week of school-even if the students know part or most of the letters of the alphabet because I want all students to be part of this important activity. The Minnesota Early Steps to Reading program was developed by students who did a study with preschoolers at the University of Minnesota. They wanted to know what letters students learned the easiest and which were the hardest to learn during the time of their research. Their observation helped students determine the order in which the letters are arranged in colors from yellow to green, orange, blue, and red. This program is organized in such a way that children learn the letters in a special sequence. The letters are grouped from those easiest for children to learn to those most difficult. The following is a list of the letter in capital and lower case groups along with the color-coding designed for students to learn:

1. O, X, A, B, T, C (o, x, a, b, t, c) Yellow coded
2. L, R, I, S (l, r, i, s) Green coded
2. P, H, E, F, N (p, h, e, f, n) Orange coded
3. D, M, K, Z, J (d, m, k, z, j) Blue coded
4. Y, W, G, Q, U, V (y, w, g, q, u, v) Red coded

As you can see, the upper case letters are the ones that need to be taught first and lower case letters are

taught afterwards. The rule is that when a student learns ALL letters in the color group will he/she move on to the next color. The letters need to be copied according to the color and sent home with the student to practice learning only the names of the letters while the teacher teaches and reinforces the sounds in class. The parent needs to know that if the child learns the color coded letters, the new set of letters will be sent home along with the previous one. If the student did not learned his letters, the parent will receive a copy of the letters to be learned circled indicating which ones the student missed at the time of testing. When the student learns his letters well and the teacher tests the student he/she will only move to the next group of letters when the previous group is mastered. To get good results and to make good progress in this program, it takes about eight minutes a day to learn the letters depending on how the parent and the student\* manage their time learning the letters. The package is sent home along with an envelope and is presented with the following ideas or games that the parents can do to make this learning more enjoyable with the student:

1. Play my pile/your pile. Your child makes a pile with the group that they can read and your pile

is the pile that still needs improvement. This will motivate the student to learn and to pleasantly compete with the parent.

2. Match capital with lower case partner letters.
3. Practice writing the letter saying its sound, its letter name, or a word that begins with the letter.
4. Find the letters in favorite books, magazines, or newspapers.
5. Use letters as flashcards until all are recognized quickly.

To motivate the students to learn all letters of the Minnesota Early Steps to Reading in my classroom, after I test the student's letter name recognition, I put a "crown" that I created out of construction paper matching the color coded letter the student took and place it on their head saying "I learned the \_\_\_\_ letters today!" and give the next color coded card to the student to take home to practice and learn the next letters. I also use a chart with the student's name and I highlight the five rows indicating the color of each of the group of letters. When the student learns his/her letters, I put a sticker next to the student's name on a chart that I display in the classroom using the same group color of letters so the



student knows what color of letters he needs to know in order to get the next row done to complete the whole program. At the end of this assignment, when all students learn the names of the letters, I take all of them to Carl's Jr. for lunch. The students feel very proud and confident about themselves after they achieve their goal learning the letters of the alphabet and they look forward in going to eat at Carl's Jr. with their teacher. This fieldtrip to Carl's Jr. is a great motivation for students to learn their letters because they become responsible for their actions on a daily basis.

#### The Minnesota Early Steps to Reading in Spanish

The Minnesota Early Steps to Reading in Spanish is also composed of the same structure as the English program except that in the Spanish I had to create new sheets adding the four extra letters (ch, ll, n, and rr) required to learn the Spanish alphabet at home with parents' help. The Spanish alphabet has a total of twenty-nine letters. There have been times when parents need the extra support learning the letters of the alphabet. When this happens, I usually schedule a time when parents can come to my class to learn the alphabet during the time I teach students the alphabet. I tell students that I am going to have a parent come to my class during this time and that the parent is

going to "join" us during this activity. This way, students do not know that the parents are "learning" the alphabet while they are also learning. It does not matter if the language is in English or Spanish. I usually schedule time for my parents to come and make them feel welcome. The information about the Minnesota Early Steps to Reading Program is translated into Spanish and laminated so students can keep the entire letter font packet and use them as a resource at home. This program has helped many children at home because parents usually do not have access of letters more less books available at home for their children to use. I want everyone in my class to have an opportunity to succeed and I feel that if I translate the information of the Minnesota Early Steps to Reading in Spanish, students as well as parents, can benefit from this program. Play my pile/your pile. Your child makes a pile with the group that they can read and your pile is the pile that still needs improvement. This will motivate the student to learn and to pleasantly compete with the parent.

1. Match capital with lower case partner letters.
2. Practice writing the letter saying its sound, its letter name, or a word that begins with the letter.

3. Find the letters in favorite books, magazines, or newspapers.
4. Use letters as flashcards until all are recognized quickly.

To motivate the students to learn all letters of the Minnesota Early Steps to Reading in my classroom, after I test the student's letter name recognition, I put a "crown" that I created out of construction paper matching the color coded letter the student took and place it on their head saying "I learned the \_\_\_\_\_ letters today!" and give the next color coded card to the student to take home to practice and learn the next letters. I also use a chart with the student's name and I highlight the five rows indicating the color of each of the group of letters. When the student learns his/her letters, I put a sticker next to the student's name on a chart that I display in the classroom using the same group color of letters so the student knows what color of letters he needs to know in order to get the next row done to complete the whole program. At the end of this assignment, when all students learn the names of the letters, I take all of them to Carl's Jr. for lunch. The students feel very proud and confident about themselves after they achieve their goal learning the letters of the alphabet and they look forward

in going to eat at Carl's Jr. with their teacher. This fieldtrip to Carl's Jr. is a great motivation for students to learn their letters because they become responsible for their actions on a daily basis.

#### The Zoo-Phonics Program in English

In addition, while students are learning their letters at home, I introduce the Zoo-Phonics program to students in the classroom. The Zoo-Phonics program is a kinesthetic method used to teach the letters of the alphabet in either English or Spanish. Students are able to use their bodies by touching and by moving their muscles during the time they learn the sounds of the alphabet. In the process of learning the alphabet, students also use their eyes, ears, mouths, and feet to access the appropriate information to relate their actions to the letters of the alphabet. How does it work? In the first step in learning the alphabet letters, students first learn the name of the alphabet animals that are drawn on each card. I introduce the letter by using the large picture cards. Each card comes with a picture of the animal on one side, and of the other, the picture of the animal with the letter printed on it. Each large picture card is presented and discussed from Allie Alligator to Zeke Zebra.

Once the teacher names the animal, she supposed to introduce the "signal" or "gesture." After introducing the name of the animal, you immediately teach students the sounds that come through the initial letter of the animal name after they learn the names of the animals. Along with it, a "signal" or "gesture" is introduced to represent each animal that corresponds to the animal letter shape. You are supposed to teach the whole alphabet as you would if you were teaching a song. In addition, you are supposed to teach the lowercase letters of the alphabet first rather than the uppercase letters. These steps are supposed to enable the student to relate the lower case letters with daily reading. The purpose of teaching the lowercase letters are supposedly going to enable the student to begin reading at a faster phase because most of the reading is printed with lowercase letters. The program is not to be taught a letter per day; rather the whole alphabet is taught individually and as a group and taught on a daily basis.

The Zoo-Phonics program recommends teaching the children the right name given to each animal along with the name of the animal to become familiar with each animal. According to the authors of the Zoo-Phonics program, they say that very often students tend to call

the animal a different name rather than the one given in the program. For example, they might call the quail a "chicken" or they might call the night owl "owl," and "bat" instead of a vampire bat. They suggest that every time this happens with a student; to correct the student right away because it is from the names of the animals, not the sound that the animals make, that the letter sounds are delivered.

Therefore, after a week, you are supposed to introduce the uppercase letters of the alphabet even though studies show that students learn the uppercase letters first before they learn the lowercase letters. The Zoo-Phonics program also has a book containing writing activities and spelling sheets that help reinforce the letters of the alphabet through homework. It also comes with syllabus cards and diphthong cards with pictures of the animals in English and Spanish and with alphabet grids and other activities. The purpose of the alphabet grids is to provide reinforcement to the basic animal shape sound, and signal. The grids are to be used as an individual, small group, centers, free time or whole class activity. The Zoo-Phonics program offers reading strategies using flash cards for the teacher to use once the student knows to recognize the letters and sounds for the beginning

level, the intermediate level and the advanced level. It also has activities for students to work in partners to teach beginning phonemes.

#### The Zoo-Phonics Program in Spanish

The Zoo-Phonics program in Spanish is also a kinesthetic program that allows students to use their bodies to make movements using their hands and feet to make the alphabet sounds in Spanish. The Zoo-Phonics program in Spanish comes with very limited materials that have to be purchased separately. The English packet has teacher's lesson guide, a video, a book of activities, a set of alphabet cards, the animal cards and a cassette with music. The Spanish program, on the other hand, does not have the book of activities and the music to practice the songs that come in learning the letters and sounds of the program. As I looked at the program to see how it would work in my kindergarten class, I noticed that some of the animals that were involved in this program were inaccurate because they are animals whose names are not the same in Spanish. The first year I taught the Zoo-Phonics program in Spanish, I did not have time to "correct" those animals printed in the program until the next year. At that time I called the program to find out what they would do to correct such a mistake and they said

that they would not correct any of the animals listed because they felt that it was not needed. During the year, I taught the program as is until some parents complained because students were learning the wrong information; others either did not know about the animals or did not noticed the incorrect names. The next year I decided to correct the mistakes by creating my own animals and creating my own activities that I felt would benefit the children's learning. In order to see how I could help my students learn by using the program, I went ahead and made an observational inquiry with two students from pre-school. I wanted to see if other students who were not in my class were able to learn the letters and sounds of the alphabet. After the two session observations were over, I noticed the different outcomes and scenarios between these two observations. After I did the two observations, I noticed that the two students were able to learn some of the animals in the program but only those that are most common in their lives. So, when I changed the animals that were originally wrong, I used animals that the students were more familiar with like: chimpanzee, cow, wapiti, and fox. I also created activities according to the changes made in the adapted program. The animals that were used originally in the



program were used as animals that belonged to the English program and not the Spanish. After I made the changes, I felt more comfortable teaching students the right process of the alphabet.

#### Estrellitas Program

Another important program used to teach Spanish to my English Learners is the Estrellitas program. Estrellitas is an Accelerated Beginning Spanish Reading Program that supports the Bilingual Classrooms across the board. This program contains twelve wall cards that are 8 ½ X 11 filled with illustrations on the Sonidos Iniciales (initial sounds) Wall Chart. Each chart shows weekly instruction of letters students need to learn during the year that can be mounted on the wall and used as alphabet wall cards which include both upper and lower case letters. These giant flash cards are used for chanting pictures and sounds. The only time students learn the five vowel letters of the Spanish alphabet is the first week of school. The reason why students learn the vowels in one week is because the vowels are the easiest to learn in the Spanish language and from that day on, students review the vowels every day of the year. Once the student learns the five vowels he can be introduced to the next letters which follow the following pattern of approximately five letters

per chart: m, p, s, l, t, d, r, c, (and soft c) n, f, b, j, g, (and soft g), ch, n, v, ll, qu, z, h, y, x, k, and w with the exception that each consonant letter of the rest of the initial progress sound chart is going to be taught weekly. Once the student acquires his vowels and learns the next letter of the alphabet, which is "m," he is introduced to the five two letter syllabus which contains the five vowels and the letter of the week which is the beginning process to get students to begin recognizing the two syllabus letters together.

In addition, each week the students and teacher review each syllabus pattern displayed in front of the classroom. The chart comes with an initial sound progress chart chant which reads like this: Oso, oso, o, o, o; Avión, avión, a, a, a...Everyday students use the initial sound progress chart to guide them on their daily journal writing. Each card contains all the letters of the alphabet along with pictures on big cards that students can use while they are writing in their journal and flash cards that contain the syllabus of ma, me, mi, mo, and mu, pa, pe, pi, po, and pu, etc... To make this activity more meaningful for my students, I went ahead and made big cards that I was able to put on the wall along with the word of each picture so students can relate to them when

they did not have their cards with them at their table. The cards that come with the Estrellita's program do not have the words for each picture only the beginning letter sound and when I was able to display them on the wall, students were able to learn how to write faster by using the picture cards displayed on the wall along with the name of each picture.

#### Dot-to-dot Activity

The Zoo-Phonics program in English provides teachers with picture cards of the zoo animals using the alphabet as a dot-to-dot activity. In this fun activity, students connect the animals using the alphabet from A to Z displayed on a dot-to-dot activity which at the end they form the animal students are learning that week. This activity can be used during the second trimester of the year because by then, most students know the alphabet and are able to do this activity. The way this activity works is that the student connects each individual dot in alphabetical order and when the student is finished making the connections, he is able to see the animals and then colors the animal and adds scenery to his picture. The problem I found is that the Spanish program did not provide this activity in the packet so I ended up making my own drawings and my own alphabet connections and by

adding the extra four letters of the Spanish alphabet (which took about a month to finish). I extended this activity by adding lines on the bottom of the pages so students could add an animal dialog to their work in which the students get their animals to talk using some of the high frequency words that they need to be familiar with for the last trimester reading assessment.

## CHAPTER FIVE

### SUMMARY CONCLUSIONS AND IMPLICATIONS

#### Summary

According to history, teaching kindergarten students how to teach the twenty-six letters and sounds of the English alphabet is an issue that for many years has not been well established. History tells us that early man began writing messages using pictures or symbols by using tablets that were then made out to convey communication. Certain findings agree that English is a difficult language to learn due to the limited resources available out there to teach the alphabet step by step and because many words in the English language came from other languages as Latin, Greek, French, and German. Authors agree that the alphabet has many rules and generalizations that make it difficult for students to see the relationship within their own language, one example would be that many words are pronounced the same but written differently. Sir. James Pitman invented the Augmented Roman Alphabet for English but the program soon failed because it did not offered important strategies that were needed to have a successful program established in place.

The concept of the Zone of Proximal Development by Vygotsky was introduced in order to move students forward in learning and in conceptual development. This theory posits that in order to move students forward in learning and in conceptual development, we have to engage them in the use of authentic social interactions such as a daily interactive dialogue. In Vygotsky's terms, this would mean that the quality of parental and teacher mediation and communication influences the upper limits of the child's zone of proximal development rather than his or her own zone of actual development. Vygotsky believed that the interactions students have with peers and teachers are the vital tools for students to improve their individual learning. Since I use this theory in my classroom, I stated that by using the Zone of Proximal Development during students' journal writing, students develop their learning skills and conceptual development. Thus, as one can see, I have used this social cultural contract across all the teaching levels of social contexts my classroom and especially in teaching the alphabet. Teaching letters and sounds is not an isolated activity. The teacher is the social cultural mediator between and across social contexts (Diaz and Flores, 2001).

During the year, I used many different social contexts strategies and activities that helped students stay on track in all the teaching and learning experiences that they needed to have to become successful learners. When the teacher plans her lessons well, and involves the parents in her lessons, students become perfect models for other students and family members in building vocabulary, in filling in their background knowledge, and for students to be able to love reading and become successful fluent readers using their imagination and improving their attention span and stimulate their emotional development through the use of: journal writing, scaffolding, mediation, homework activities, weekly activities, read aloud, reading fairy tales, using graphic organizers and mediated structures, doing daily expository writing, Shared Reading, Guided Reading and story retelling. All of these social contexts activities helped to create students responsible for their own learning and become full of personal knowledge experience.

### Conclusion

Learning the letters and sounds of the alphabet is a challenge that not every kindergartener is able to accomplish and for teachers to teach, is also a challenge.

Having an effective teaching curriculum can stimulate students' language. For students to begin recognizing letters and sounds in the early years, students need to be involved through a variety of simulating language activities at home or in a pre-school setting. These activities, however, are not intended to replace children's interaction with their parents and siblings because as Vygotsky said when children interact with adults, they learn to recognize others and they learn to manipulate their own language. Parents can help their children become experts in their own language as evidenced by their ability to use the reading aloud, developing language experience charts, using big books, and predictable books. Being exposed to the daily reading personal experiences, students become successful learners. Teachers should recognize the important role they play in contributing to their student's learning the letters and sounds of the alphabet by spending extra time helping those students who have not yet acknowledge differentiating learning the letters and sounds. Teachers should spend a few minutes engaging students in oral activities that emphasize the sounds of language. Research indicates that when teachers spend extra time with their students that students maximize their learning potential



and a successful learning experience. Teachers also should take the time to develop effective teaching reading and writing strategies that will "help" students improve their knowledge of the world we live in and in their primary language.

### Pedagogical Implications

There are many pedagogical implications that can be used to impact the way teachers arrange an effective teaching curriculum program for all students in general. First, the teacher's pedagogical knowledge in kindergarten is very crucial in knowing how to adapt and organize the tools needed to teach the written language based on all the components of the writing system such as: the pre-syllabic, syllabic, syllabic/alphabetic and alphabetic. Second, the teacher needs to know how children in kindergarten "come to know" the written language and be able to use it appropriately for all the students in his or her class. Third, Integrating Art with expository text mediates the children's literacy and develops confidence, understanding of the subject, and important information in their writing. Fourth, by using a variety of instructional ways of teaching and multiple resources helps children with their language development and literacy in context of

teaching the alphabet. Fifth, the socio cultural theory of teaching and learning has significant impact in student's learning through:

1. The zone of Proximal Development-teaching to the potential
2. Role of mediation
3. Use of mediational structures

By integrating all of these socio cultural theories into the teaching of written language, the children can developed and learn the knowledge necessary to succeed academically in a kindergarten setting.

### Recommendations

The recommendations I am about to share are only what I think will make a difference in a kindergarten class. When I made a commitment to teach, this is what I believed would work for me. To be an effective teacher, one needs to engage and support *all* students in learning by creating students' prior knowledge, life experience, and interest with learning goals; by creating and maintaining effective environments for student learning by adjusting the classroom environment in order to meet the needs of my diverse students; to understand and organize subject matter for student learning, plan instruction and design

learning experiences for all students. Last, by assessing student learning constantly and communicating with students', families, and other audiences (teachers) about the student's progress and develop the knowledge by attending specific workshops to become a better teacher for my students. In order to teach effectively, I need to know which language students are having difficulty with and how students need special attention, mediations and interventions. I believe that language is a developmental process and it takes time for students to master the grammar of their native language and to expand their vocabulary in school and at home. For the most part children have acquired language before they come to school but that does not always happen. I also believe that children will acquire their grammatical structures and strategies for language if the teacher has the proper language fluency in the students' primary language. Teachers play a critical role in supporting our students' language development. They need to teach children how to read and write and become more aware of how their language functions and the various forms and modes of communication across the curriculum. Teachers need to understand how language works well enough and select materials that will help expand the students' language and give students

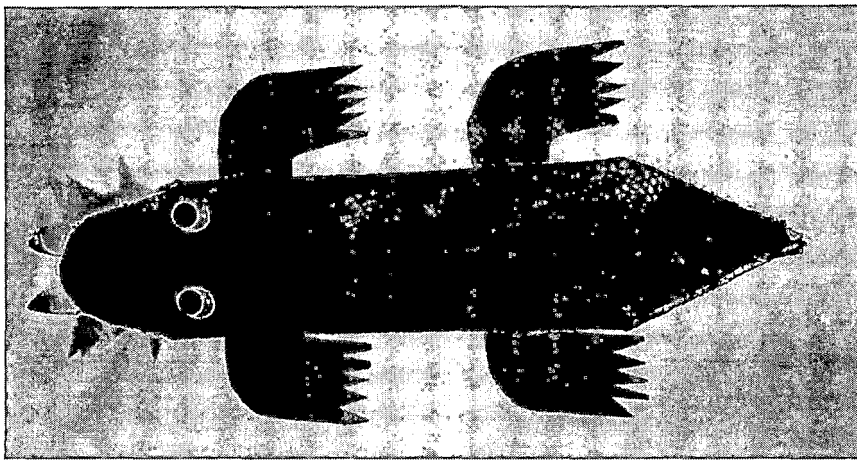
opportunities to use new forms of expression, and most of all, have high expectations for all students. Teachers also need to become more caring human beings toward their students.

#### Mission Statement

My mission as a teacher is to help all of my students believe in themselves by helping them reach their highest potential in everything they do. To accomplish this, each day I will treat them with love, respect, and dignity. I will teach them what I know and together we will learn what we don't know. I will provide a safe nurturing environment for all the challenges that life can bring. I will establish high expectations for all my students in all academic standards, behavior, discipline, and peer interactions. I will hold my students accountable for their behavior by becoming responsible citizens. I will guide them through the year by holding their hand and by giving them support and love in every way I can.

APPENDIX A  
ENGLISH ALPHABET

**Instructions on How to Make the Zoo Animal Art Activities**  
**from A to Z in English**



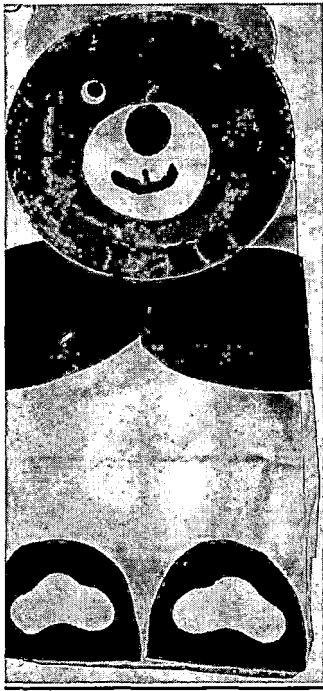
**Alligator**

**Materials needed:**

Paper towel tubes, glue, wiggle eyes, green and paint, green and red construction paper, green plastic net, a small red construction paper and scissors.

**Procedures:**

Have a student fold the tube in half, and then have him cut on one end of the tube a two diagonal sides at the other end of the tube have the student cut the alligator's head. The student writes his name inside of the tube and paints the outside of the tube in green. After it dries the student then glues the plastic net over the tube to make the tube feel rough. In the mean time, have the student trace the alligator's feet and hands in green construction paper and have the student glue them to the bottom of the body of the animal. Last, the student cuts a small piece of long red construction paper to make the alligator's tongue and glues the eyes to the animal and it's ready.



## **Bear**

### **Materials need:**

a brown paper bag, dark brown construction paper, light beige construction paper, a small paper plate, brown paint, wiggle eyes, and glue.

### **Procedures:**

Have students trace the ears, feet and body of the bear on the 11/17 construction paper then, cut the pieces and glue the parts such as: nose, feet, hands, ears, and face together to create a bag bear. Making sure students add the special details as the nose, the mouth, the eyes and the feet. In addition, students can create their own bear by adding a tie for papa bear, an apron for mamma bear and a hat for little bear.



## **Cat**

### **Materials needed:**

small and big paper plates, glue, yellow, orange and brown paint, paint brush wiggle eyes, and white pipe cleaners.

### **Procedures:**

on a small paper plate students trace and cut the head of the cat. On a big paper plate students trace the body of the cat. Let students choose the color to paint their cat by either choosing the yellow, orange or brown paint. Let the parts dry and when it is dry, have students put the parts together and then add the eyes and the whiskers by using the pipe cleaners. In addition, students can add a brad at the tail to make it move up and down and use as a puppet.





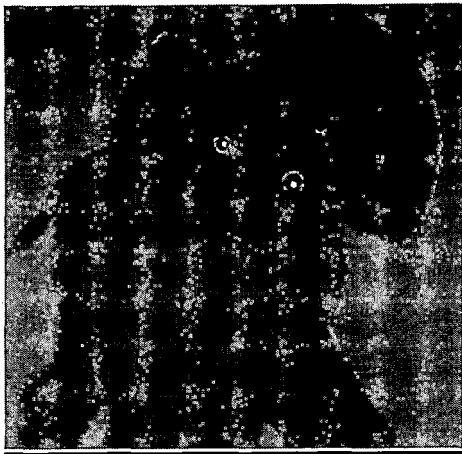
## **Deer**

### **Materials needed:**

brown construction paper, big and small paper plates, and black foam, wiggly eyes, brown paint.

### **Procedures:**

Begin by painting the paper plates with the brown paint. Once dry, cut the large paper plate directly in half, this will be the body. With the other half, cut out the shape of the legs after tracing their shape with the template provided. Trace the shape of the antlers on the brown paper and cut them out. With the small painted brown plate, cut the bottom half of the fringe, the side left with fringe will be the head. And with the piece that's left, cut it in three pieces, two of them will be the ears; one of them will be the tail. On the black foam, use a white crayon to trace out the shape of a large teardrop; cut it out, this will be the nose. Once you have the nose cut out, begin by putting the end of the headpiece with fringe pointing up, and then paste the wiggly eyes and nose on it. After the glue has dried, turn the headpiece over and paste the ears and antlers on the back. The fringe on the body piece should be on the bottom, on the northern end, paste on the headpiece. On the bottom fringe of the body piece, paste the legs. On the southern end, paste the tail on.



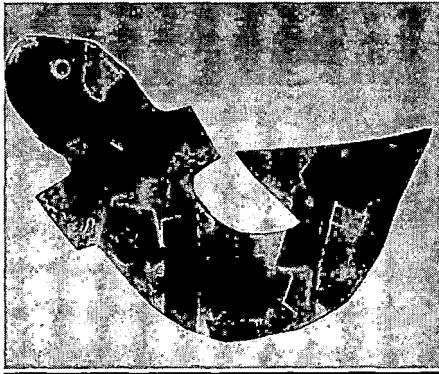
## **Elephant**

### **Materials needed:**

One Small paper plate, one large paper plate, grey paint, two wiggly eyes, a turn pin, and white paint

### **Procedures:**

Paint the two plates grey. Once the two plates are dry, cut  $\frac{3}{4}$  of the fringe off the large plate, with the exception of a small sliver, that will be a small tail. On the fringe part of the plate, cut out the small shape of four legs, and on the edges, paint small white nails. This will be the body piece. Cut the fringe off the top and bottom part of the small painted plate; this will be the headpiece. The fringe that will now be present on opposite ends of the plate; these will be the ears. On the middle of the area between the ears, make a small hole and insert the turning pin into a piece of fringe; that will be the trunk. Around the pin paste the two eyes. After your headpiece is complete, paste it to the body piece.



## **Fish**

### **Materials needed:**

Colored tissue paper cut into 1in.x1in. Pieces, a piece of thin plastic cut into the shape of a fish, (or laminated sheets) one wiggly eye

### **Procedures:**

On one side, glue the pieces of tissue paper, not by spots, but the piece needs to be covered in glue to properly stick to the plastic and give a kaleidoscopic affect to the piece. Once the tissue paper is dry, add another plastic on the top and glue it so that no pieces would be out. Turn in on the side that has no paper on it, and paste the eye on the side shaped like the fish's head.



## **Gorilla**

### **Materials needed:**

One small paper bag, painted brown; one small paper plate, painted brown; one sheet of black construction paper, gingerly painted brown, to give the affect of fur; one small piece of tan paper cut in the shape of two hands; black paint; 2 wiggly eyes

### **Procedures:**

With a small brush, paint the face of a gorilla, after pasting the eyes on, and using them as a guide. After the paint has dried, cut a straight line of fringe off each of the sides of the face to make the face look more rectangular. With the painted black paper, cut out a shape of a large "U" and once you turn the "U" upside down, and on the backside, paste the hands on the horseshoe ends of the "U," these are your arms unit. On one top half of the painted paper bag, paste the arms, on the top part, and paste the head to the middle piece of the arms.



## Horse

### **Materials needed:**

Brown paper; black paint; cotton balls; horse shape templates

### **Procedures:**

Trace the shape of the horse's body out on the brown paper. Fold in it half and choose one side to be the outside, the other to be the inside. On the outside piece, use a paintbrush to paint the illusion of fur. Trace the shape of the horse's tail onto the brown paper, cut it out, and paste it one the other side of the sheet, near the crease of the inside. Trace the shape of the horse's head and do the same thing after painting fur on it as well. When the horse's appendages and the painting is completely dry, place the horse on the painted side down and on the inside, paste some cotton balls, and then fold one half of the horse, and paste them to each other. Your horse is now complete.



### **Inchworm**

#### **Materials needed:**

A leaf cut-out; a green piece of pipe-cleaner; a wiggly eye

#### **Procedures:**

Paste two eyes on each end of the pipe cleaner. Have students glue two pieces of pipe cleaners together to make the worm look big. Have students twist the worm in a way that it looks like it is walking on the leaf. When students are able to see that their worm is "wiggling" have them glue it to their leaf and make it stand up. Your worm is done!



### **Jellyfish**

#### **Materials needed:**

Two pieces of thin plastic, purple construction paper for the body, clear or colored gift basket wrapping plastic, crumpled up.

#### **Procedures:**

Cut the two pieces of plastic into identical pieces in the shape of a jellyfish, this will be the body. On one half, paste pieces of the gift basket wrapping on the bottom, these will be your tentacles. Paste the bottom of the body pieces together, and in the center of the body pieces, place piece of the crumpled piece of wrapping plastic, then glue the rest of the bodies together, so that they hold in the wrapping plastic, and hold the body together.



## **Kangaroo**

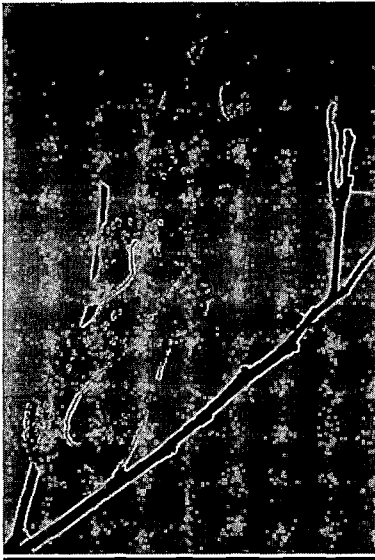
### **Materials needed:**

Kangaroo shapes templates; two small paper plates, painted brown; one large paper plate, painted brown; brow construction paper; two wiggly eyes; one small circle cut out of dark pink foam paper

### **Procedures:**

Trace the arms, legs, tail, nose, ears and Joey onto the brown paper. The large paper plate is part of the body of your kangaroo. Turn the plate onto its painted side, and paste the tail onto it, this will be the back. Turn the body over and cut one of the small painted plates in half, and paste it on the bottom side of the body, this will be the pouch of the kangaroo. Glue the Joey to appear like he is pooping out of the pouch. Glue the eyes and the small circle to form the Joey's face. Glue the legs onto the front of the body near the bottom side, and the arms near the top. Turn the other unused small painted plate, and glue the ears to the unpainted side. When the glue has dried, turn it over and paste the paper nose onto it, and the other pair of wiggly eyes. Glue the head to the bottom.





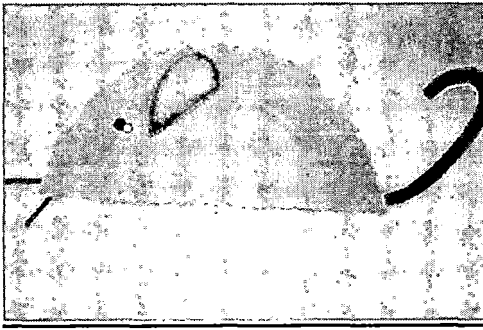
## **Lizard**

### **Materials needed:**

A small branch; A white piece of construction paper cut into the shape of a lizard; yellow and brown crayons; two small wiggly eyes; a tree ☺

### **Procedures:**

The branch is only going to be used as a background piece, and can be pasted to the page. Take the lizard to a tree outside, and press it up against it. Take your crayons and color the pattern of the tree onto your lizard, this will be his lizard skin. Paste the two wiggly eyes onto the head. Paste the lizard around the branch, and make it look like he's climbing it.



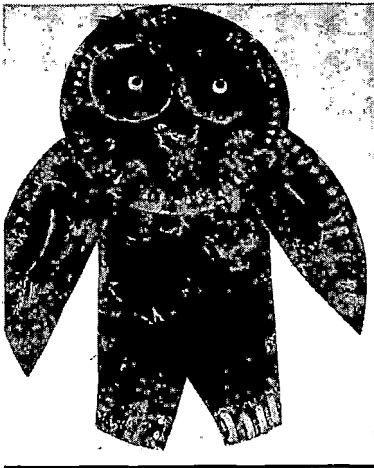
## **Mouse**

### **Materials needed:**

light and dark pink foam, a black pipe cleaner, gray paint, a wiggly eye and a small paper plate

### **Procedures:**

Cut the painted plate directly in half, this is the body of the mouse. The flat part is the bottom of the body. Curve the shape of the medium sized pipe cleaner, and paste it onto one end of the body piece, this will be the tail. On the other end, paste the bent piece of pipe cleaner, these are the whiskers. Cut the small piece of light pink foam into the same shape of the body, this will be the inside of the ear. Cut the dark pink piece of foam slightly larger than the light pink piece, this will be the outside of the ear. Paste the light pink piece inside of the dark piece, and paste your completed ear on the upper end of the end with the whiskers. Paste the wiggly eye on the end with the whiskers and ear. Your mouse is complete.



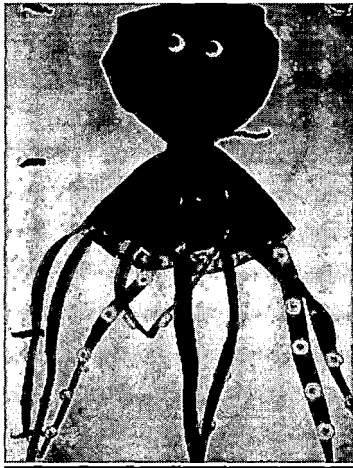
### **Night owl**

#### **Materials needed:**

One large and one small paper plate, elbow pasta, yellow, orange, blue and brown feathers, blue, brown and black paint and wiggly eyes.

#### **Procedures:**

Paint the paper plates with the blue paint, and accent them with the brown and black paint to create the illusion of feathers and texture. Trace the shape of the owl's body onto the large paper plate and cut it out. The angular pieces that are cut off will be the wings; the uncut large piece is the body. Onto the bottom of the body shape, glue the elbow pasta. These are the owls' claws. North of the claws, paste some feathers, this is the chest. Glue the wings to the body and glue some feathers onto them. Cut out two small circles with the pieces of blue paper plate that you didn't use, these will be behind the wiggly eyes. Glue the small circle to the body, and then glue the small circles onto the top of the head, and glue the eyes to the middle of each of the circles. Under the eyes, and above them, glue some more feathers.



## **Octopus**

### **Materials needed:**

one paper bag painted purple, purple foam, cheerios, purple yarn, and big wiggly eyes.

### **Procedures:**

Cut the paper bag in half, and then use the purple yarn to tie it around the middle of the top half of the bag, the top is the head, the bottom is the body of the octopus. Cut the foam into long, thin, strips, and glue cheerios onto them, these are the suction cups. Glue them on the inside of the body; they are the octopus' tentacles. Glue the wiggly eyes onto the body of the octopus.



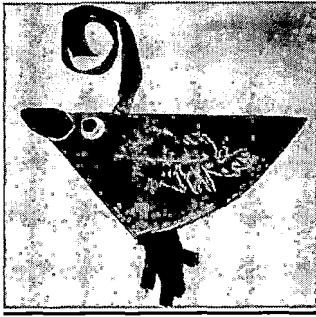
## **Penguin**

### **Materials needed:**

big white paper bag, orange, yellow and black construction paper, two large wiggly eyes, the penguin shape templates

### **Procedures:**

Trace the feet of the penguin onto the orange paper, and cut them out. Glue the feet to the white paper bag, because the bag is the body of the penguin. Cut the large head and arm shape out of the black paper, and glue it onto the back part of the body. Cut out the shape of the beak and glue it to the face of the penguin. Glue the wiggly eyes onto the penguins face. Fold the arms over the front.



## **Quail**

### **Materials:**

brown construction paper, black foam, pipe cleaners, one brown feather and medium wiggly eyes.

### **Procedures:**

Cut the brown paper into the shape of a circle, and fold it into its fourth. The bottom part will be the feet; the corner will be the nose. Onto the nose is where you should paste the circle of black foam, which will act as a nose. Glue the eye behind the nose, and the feather in the center of the body of the quail. Cut one piece of brown construction paper into a long, thin strip, and curl it on a pencil or a marker, after it's curled, glue it to the head. On the bottom of the body of the quail, glue the pipe cleaners, which should be bent into the shape of talons. These are the quail's feet.



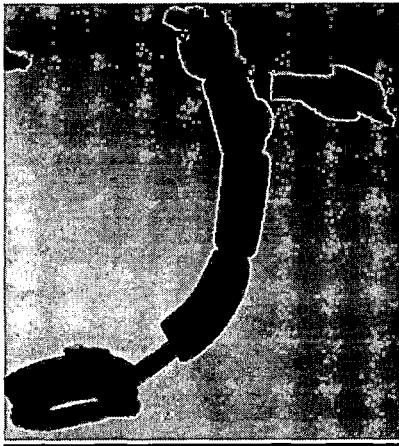
## **Rabbit**

### **Materials:**

one small paper bag painted white and pink, white pipe cleaners, pink foam, white cotton, medium wiggle eyes.

### **Procedures:**

Cut the paper bag in half and cut the unused bottom half into the shape of rabbit ears. On the back of the top half, glue a cotton ball onto the bottom to act as the rabbit tail. Glue the ears onto the front of the rabbits face will be at the top, closed off part of the upper half of the bag. Below the ears is where you need to glue the eyes and the small pink foam circle, which will act as the nose. Bend the pipe cleaners down the middle, and they will act as the rabbit's whiskers. Paint the rabbit's mouth on the face of the rabbit with a black crayon.



## **Snake**

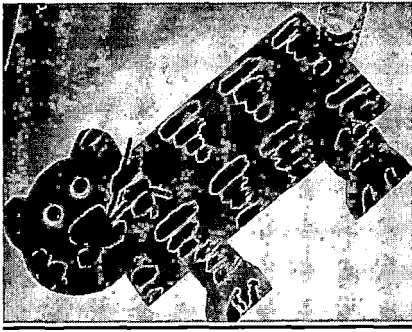
### **Materials:**

A long piece of red pipe-cleaner; pieces of red painted noodles; one piece of red shell pasta; two small wiggly eyes

### **Procedures:**

First, make a knout at the end of the long pipe cleaner. String the pipe cleaner through the noodles, and as you are doing that, paste them to the paper, and make sure to leave room at one end for the shell noodle, as it will be the shape of the snakes head. The shell pasta piece should be put on last, and cut the end in half to form the shape of a snake's tongue. Paste the eyes onto the shell pasta piece, and your snake will be complete.





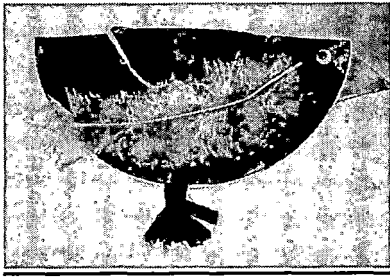
## **Tiger**

### **Materials needed:**

one white envelope, one small paper plate, black pipe cleaners, black paint and orange paint, white construction paper, two big wiggle eyes, and Tiger shape templates.

### **Procedures:**

Paint the face of the envelope orange; when the orange paint has dried, paint on black stripes, the face of the envelope is the tiger's body. Trace the shape of the tiger's feet and tail onto the white construction paper, and then paint them with orange paint. After the orange paint has dried, paint black stripes onto them, and glue them onto the tiger's body. Paint the small paper plate orange, and then cut off the entire fringe except two small pieces on the top of the plate. Curve the sides; until they look like small humps, there are the ears of the tiger. Glue the eyes onto the face of the tiger, and paint on the faces mouth. Bend the black pipe cleaners in half; these are the whiskers. Glue the whiskers on the side of the tiger's mouth.



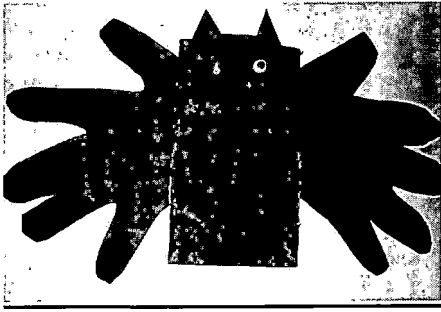
### **Umbrella bird**

#### **Materials needed:**

one small paper plate, pipe cleaners, feathers, yellow foam, one small Chinese tea umbrella painted black, one pink feather, and one small wiggle eye.

#### **Procedures:**

Paint the paper plate black, and when the paint dries, fold it in half, and cut a small wedge out of it on one end, the plate is the body of the bird. On the other end of the body, opposite of the wedge cut out, glue the eye on. On the same end as the eye, on the inside is where you should glue the triangular piece of yellow foam paper, this is the beak. Glue the pink feather onto the center of the bird's body. Cut the pipe cleaner in half, one half will be glued into the center of the bird's body; the other half will be wound around the other to create the illusion of claws. Glue the pick of the umbrella into the cutout wedge, and your umbrella bird is complete.



### **Vampire bat**

#### **Materials needed:**

Two wiggly eyes; one paper toilet roll painted black; have a child trace their hand once on a black piece of paper, cut it out, and then duplicate it; two triangular pieces of black paper

#### **Procedures:**

Press the painted roll flat, and then, on one side; paste the two eyes somewhere on the northern half of the roll. This will be the head area. On the inside of the flat roll, on the side of the face, paste the triangular shaped papers; these will be the ears. After the eyes have dried, turn the flattened roll over, and on the backside, paste the cut outs of the hands on the back of the back, these are the bats wings. Your bat is finished.



## **Weasel**

### **Materials needed:**

two large 2 x 2 light and dark brown construction paper strips, pine cleaners, and two wiggle eyes and a face and a tail template of the weasel.

### **Procedures:**

At the ends of the two brown papers and create a Jacob's ladder by laying the two strips of paper one on top of the other. Fold the strips across the left and fold the bottom strip up. Fold the left strip to the right and fold the strip down. Continue until you reach to the end of the strips. Cut off any excess and glue the ends together to give a sense of the body of the weasel. Last, glue the face and add the tail to the other end.



## **Fox**

### **Materials needed:**

brown construction paper, two wiggly eyes, and black pipe cleaners, and fox shapes templates.

### **Procedures:**

Trace the tail, feet, body and head onto the brown paper. Cut them out, and glue the tail, feet and head onto the body of the... fox. Use a marker to draw on the fox's features, such as claws, and tail. Then draw on the eyes in almond shapes. Glue the wiggly eyes into the center of the almonds, and glue the black piece of foam paper onto the face. This is his nose. Bend the black pipe cleaner into the shape of whiskers and glue them onto each side of the nose. Your...fox is complete.



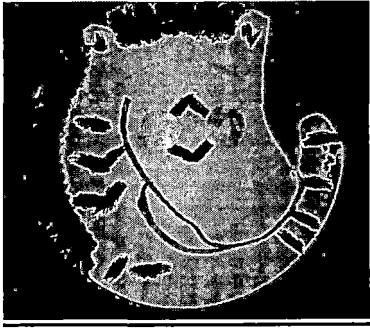
## **Yak**

### **Materials needed:**

two big paper plates, brown and black paint mixed together, foam paper, and two large wiggly eyes.

### **Procedures:**

Paint the two large paper plates with brown and black paint, when the paint has dried, cut sides off of one of the plates and cut it into the shape of a curved hourglass. This will be the head of the Yak. Glue the wiggly eyes on and the nose as well. Then glue on two pieces of paper plate fringe onto the back of the head, these are the horns. Glue the head to the other complete paper plate, because that is the body of the Yak. Glue two other pieces to the bottom of the Yak, these are his feet. Your Yak is complete.



## **Zebra**

### **Materials needed:**

one big paper plate, black paint, several marbles, one thick Popsicle stick, one big wide box and one big wiggle eye.

### **Procedures:**

On a big box place the big white paper plate. Have the student fill each marble with black paint and have him place the marbles on the paper plate once this is done have the student move the box side to side to make the zebra's black lines on his face. When the plate is done cut the top of the zebra's hair by cutting it in a zigzag motion. Then, cut the nose and the eye from the plate. Add the thick Popsicle below the zebra's face so students can use it as a face puppet.

APPENDIX B  
SPANISH ALPHABET



**Instructions on How to Make the Zoo Animal Art Activities**  
**from A-Z in Spanish**



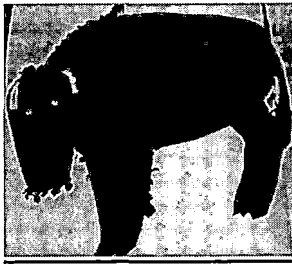
**Ardilla**

**Materials needed:**

one brown paper bag, one wiggle eye, brown ribbon, brown paint, and templates of animal in brown construction paper.

**Procedures:**

To begin, students need to fold the paper bag in half and tie it with the brown ribbon. Then, they need to cut out the pieces of the animal and place the ears, hands, feet and tail to the bag to create the squirrel. Gather the paper plate and create the face of the animal. Last, add the eyes and your squirrel is finish.



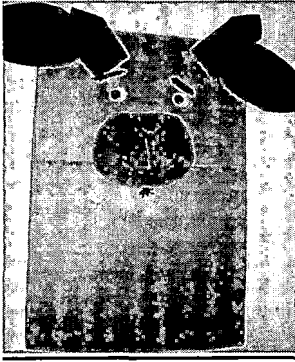
## **Bisonte**

### **Materials needed:**

Animal's template in brown construction paper, white and black construction paper and two wiggle eyes, black and/or dark brown yarn.

### **Procedures:**

Have students cut the animal out and with the yarn cut in little pieces, students glue half of the bisonte's body with the yarn, its tail, its mouth, and its forehead making sure students use a brush to put the glue on the animal's body to add the yarn; otherwise, students are going to have glue all over their fingers. Students cut out the horns and add it to the animal. Students then add the eyes and the bison is done.



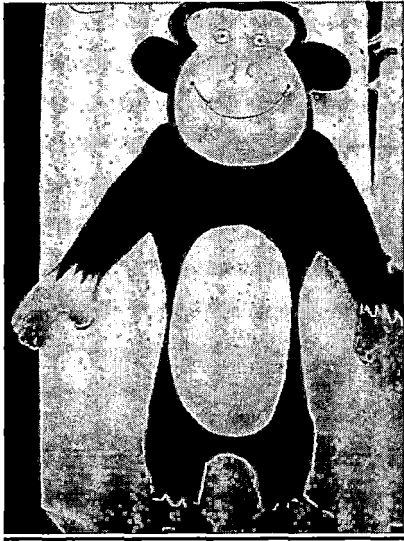
## **Cabra**

### **Materials needed:**

brown paper bag, animal's template in brown and black construction paper, pink construction paper two wiggle eyes and black markers.

### **Procedures:**

To begin, students cut out the cabra's ears and horns and snout using the brown construction paper. Students then, cut out the mouth using the pink construction paper. Last, students add the eyes and make an eyebrow on them using a black marker. Make sure that the flap side is in the front of the bag so students can see the face lift up to pretend the animal is talking.



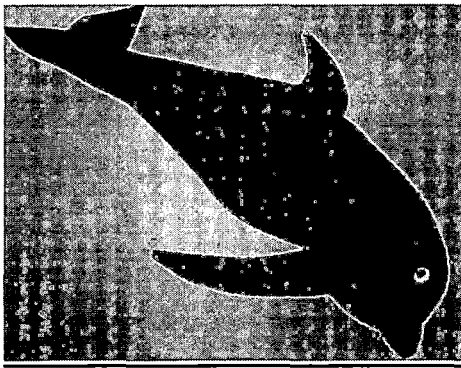
### **Chimpancé**

#### **Materials needed:**

one brown paper bag, large brown and white construction paper, one small paper plate, and brown paint one white construction paper and black markers.

#### **Procedures:**

To begin, students cut out the parts of the animal; cutting its arms, body, feet, head and ears. With the light construction paper students cut out the face, feet and hands of the animal and paste it on to create the animal's body. Last, students add the eyes, nose, and mouth and print the fingers and toes to the animal and it's done.



### **Delfín**

#### **Materials needed:**

Template of the animal's body in white construction paper, gray tissue paper and black and white paint to make gray and wiggle eyes.

#### **Procedures:**

Students begin by cutting the parts of the animal. Have students paint the animal in gray. Next, add the gray tissue paper on top of the animal to make it look soft. Let it dry and add the eyes to it and it's done.



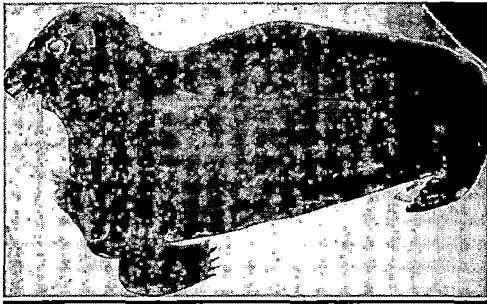
## **Elefante**

### **Materials needed:**

one small paper plate, one large paper plate, gray paint, two wiggle eyes, a turn pin, white paint.

### **Procedures:**

Paint the two plates gray. Once the two plates are dry, cut  $\frac{3}{4}$  of the fringe off the large plate, with the exception of small silver; that will be a the small elephant's tail. Once the fringe part of the plate cut out the small of four legs, and on the edges, paint small white nails; this will be the body piece. Cut the fringe off the top and bottom part of the small painted plate, this will be the headpiece. The fringe that will now be present on opposite ends of the plate; this will be the ears. On the middle of the area between the ears, make a small hole and insert the turning pin into a piece of fringe that will be the trunk. Around the pin paste the two eyes. After you head piece is complete, paste it to the body piece



## **Foca**

### **Materials needed:**

white construction paper, gray paint or black and white paint to make gray paint, a medium wiggly eye, and a black marker.

### **Procedures:**

Have the student mix the black and white paint together to make gray paint. Have the student paint the body of the seal making sure the strokes is painted out. Cut a small white construction paper and make little stripes for the seal's whiskers. Trace some hands and tail using a black marker. Add the medium eye on the seal. Your seal is finished.



## **Gorila**

### **Materials needed:**

One small paper bag painted brown, one small paper plate painted brown, one sheet of black construction paper, gingerly painted brown to give the effect of fur, one small piece of tan paper cut in the shape of two hands, black paint, and two wiggle eyes.

### **Procedures:**

After pasting the eyes on and using those as a guide, with a small brush paint the entire gorilla. After the paint has dried, cut a straight line of fringe off each of the sides of the face to make the face look more rectangular. With the painted black paper, cut out a shape of a large "U" and once you turn the "U" shape upside down, and on the backside, paste the hands on the horseshoe and of the "U;" these are your arms unit. On the top half of the painted paper bags, past the arms, paste the head to the middle piece of the arm.





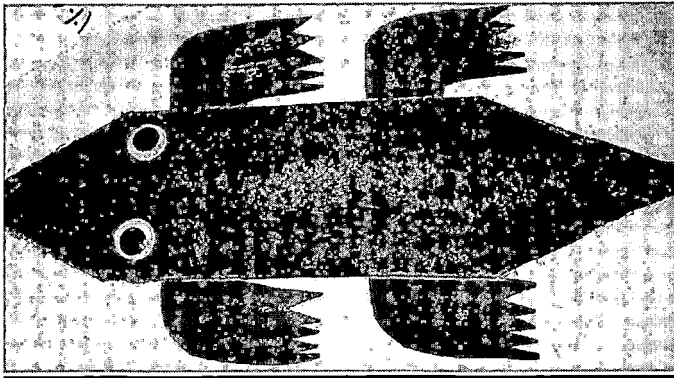
### **Hipopótamo**

#### **Materials needed:**

a small box, two small wiggly eyes, white construction paper, brown foam and blue construction paper.

#### **Procedures:**

Students choose a small box to make his hippo. The student covers the box in blue construction paper (students can paint the box if he wishes to). The student then traces and cuts the parts of the hippo using the brown foam. The student then, cuts the eyes and teeth in white construction paper. Last, have the student fold the box in half stapling both sides so that the hippo looks "fat."



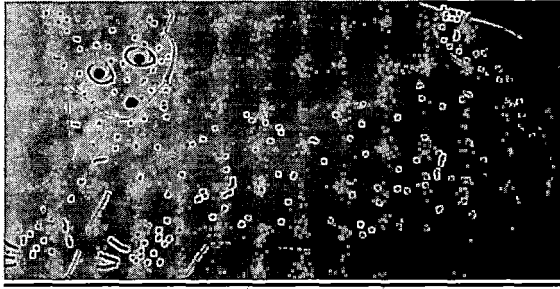
## **Iguana**

### **Materials needed:**

a paper towel tube, red and green construction paper, wiggly eyes, green paint, and green plastic net.

### **Procedures:**

Have the student fold the tube in half, and then have him cut on one end of the tube a two diagonal side. At the end of the other side of the tube have the student cut the alligator's head, the student writes his name inside of the tube and paints the outside of the tube in green. After it dries, the student then glues the plastic net over the tube to make the tube feel rough. In the mean time, have the student trace the alligator's feet and hands in green construction paper and have the student glue the bottom of the body of the animal. Last, the student cuts a small piece of long red construction paper to make the alligator's tongue and glues to the animal and it's ready.



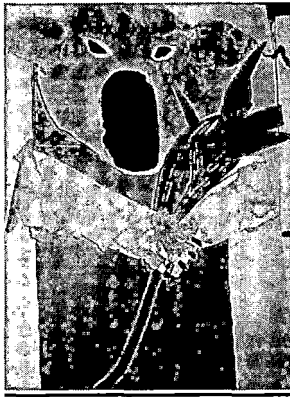
## **Jaguar**

### **Materials needed:**

two big wiggly eyes, a black marker, an 11/17 white paper bag and a jaguar shape template.

### **Procedures:**

Students make dots on to the jaguar shape template. Then, they cut the jaguar out and color nose and claws on to the animal using the marker. Have students add dots on to the animal. Have students trace the animal on to another white construction paper. Cut the animal and glue it on to the dotted jaguar. Last, they add the wiggly eyes and it's ready.



## **Koala**

### **Materials needed:**

A small paper plate, black and green foam, one paper bag, gray tissue, and a green pipe cleaner.

### **Procedures:**

To begin, students cut out the face and hands of the animal from the plates. Then, students glue the gray tissue to the arms and face to make the koala look gray. Students then cut out the eyes, nails and the nose using the foam. Using scissors, students cut out leafs by using the green foam and glue them on to the green pipe cleaner. The student then, glues the parts of the animal on to the paper bag. On the flipped side of the base of the bag, have the student place the koala's face. Glue the hands on both sides of the bag and place the branch of leafs on the hands of the animal. The animal is done.



### **Lagartijo**

#### **Materials needed:**

A small branch, a white piece of construction paper cut into the shape of a lizard, yellow and brown crayons, two small wiggly eyes and a tree.

#### **Procedures:**

The branch is only going to be used as a background piece and can be pasted to the page. Take the lizard to a tree outside, and press it up against it color it with your crayons and color the pattern of the tree on the lizard. This will be the lizard's skin. Paste the two wiggly eyes onto the head. Paste the lizard around the branch and make it look like he is climbing on a tree branch.



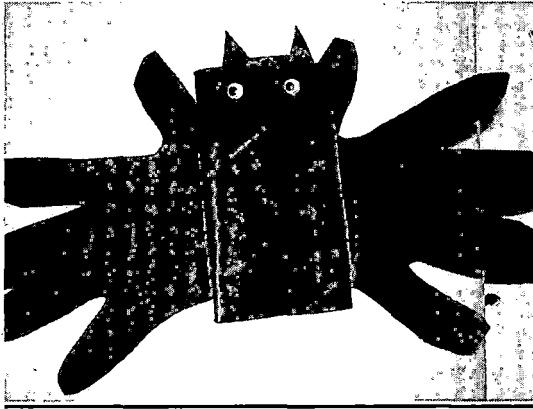
## **Llama**

### **Materials needed:**

a wiggly eye, shape of a llama template, light brown paint, and brown paint, some oil paint.

### **Procedures:**

Have students cut out the llama and have them paint its body in dark brown. The stomach and the face need to be painted in light brown. Add the eye and the shoes and it's done. To make the animal feel smooth, have students glue small pieces of yarn on to the animal side ways. Your llama is done!



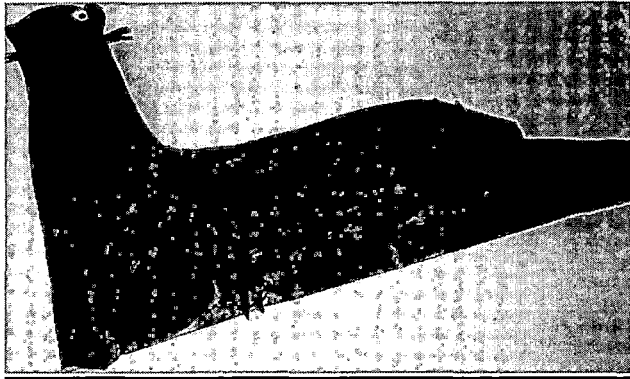
### **Murciélagos**

#### **Materials needed:**

wiggle eyes, one paper toilet roll painted in black; have a child trace both of their hands on a black construction paper.

#### **Procedures**

Press the painted roll flat and then on one side, paste the two eyes somewhere on the northern half of the roll. This will be the head area. On the inside of the flat roll, on the side of the face, paste the triangular shape hand papers. These will be the ears. After the eyes have dried, turn the flattened roll over, and on the backside, paste the cut outs of the hands on the back; these will be the bat's wings. Your bat is finished.



### **Nutria**

#### **Materials needed:**

Brown construction paper, a black puffball for the nose, black marker and two wiggly eyes.

#### **Procedures:**

Have students cut out the animal's parts and have students draw lines on the parts. Have students cut the animal using a brown construction paper. Put the two parts together. Add newspaper inside the two parts and staple both parts together to make the animal's body. Add the whiskers and the black puff for the nose. Add the eyes and it is done.





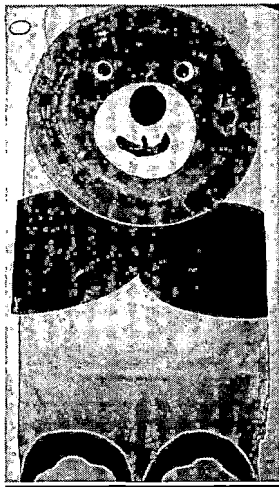
## **Nandú**

### **Materials needed:**

a small paper plate, down feathers, a big paper plate (for the feet), brown paint, and a big wiggly eye.

### **Procedures:**

Have students mix the pillow feathers with the dark brown paint and oil in a bowl. Once this is done, have students turn the paper plate upside down and have them put the feathers on top of it. Allow ample time to dry. In the mean time, have students paint the tube in brown and the face in brown and the beak in black. Have students cut the outside part of two paper plates for the llama's feet and paint them in brown also. When the feathers are dry put the animal's part together and it is done.



## **Oso**

### **Materials needed:**

A brown paper bag, dark brown and light beige construction paper, a small paper plate, brown paint, wiggle eyes, glue and bear shape templates.

### **Procedures:**

Have students trace the ears and body of the bear on to an 11/17 construction paper. Then, trace and cut the head, body, hands and feet of the bear and glue it on the brown paper bag to create the shape of a bear. In addition, students can create a papa bear by adding a tie to the bear and or create a mamma bear by adding an apron to the bear or if they want to make a little bear, have students create a hat for the little bear.



## **Pingüino**

### **Materials needed:**

big white paper bag, orange yellow and black construction paper, two large wiggly eyes, and shape penguin templates.

### **Procedures:**

Trace the feet of the penguin onto the paper, and cut them out. Glue the feet to the white paper bag because the bag is the body of the penguin. Cut the large head and arm shape out of the black paper and glue it onto the back part of the body. Cut out the shape of the beak and glue it to the face of the penguin. Glue the wiggly eyes onto the penguin's face. Fold the arms over the front make it look like he is walking.



### **Quetzal**

#### **Materials needed:**

white paper bag, different bright color of feathers, yellow and blue construction paper, red and green paint and a wiggle eye and a pipe cleaner.

#### **Procedures:**

Bring the red and green paint to the students. Have them paint the bottom part in red and the top portion in green. While it dries, have students tie the bag dividing both colors using a pipe cleaner. Have students cut the blue feathers using blue construction paper and the beak in yellow. Have a parent glue the feathers in the back of the animal using a glue gun and the animal is done.



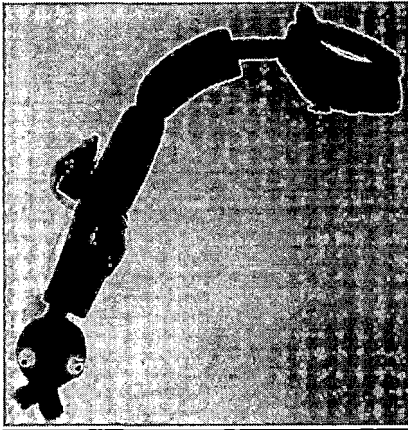
## **Rana**

### **Materials needed:**

a big paper plate, green, white, black and red construction paper and green paint.

### **Procedures:**

Have students paint the big plate in green. When it dries have students cut the hands and feet using green construction paper. Use white and black construction paper to cut the eyes. Glue them on to the plate on the side of the paint. Have students draw the mouth using the marker and add the tongue to it and it is done.



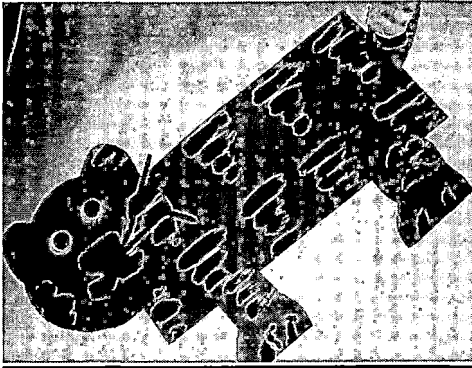
### **Serpiente**

#### **Materials needed:**

A long piece of red pipe-cleaner, pieces of red painted noodles, one piece of red shell pasta and two small wiggly eyes.

#### **Procedures:**

First, make a knot at the end of the long pipe cleaner. String the pipe cleaner through the noodles and as you are doing that paste them to the paper, and make sure to leave room at one end for the shell noodle, as it will be shape of the snake's head. The shell pasta piece should be put on last, and cut the end in half to form the shape of a snake's tongue. Paste the eyes onto the shell pasta piece and your snake is complete.



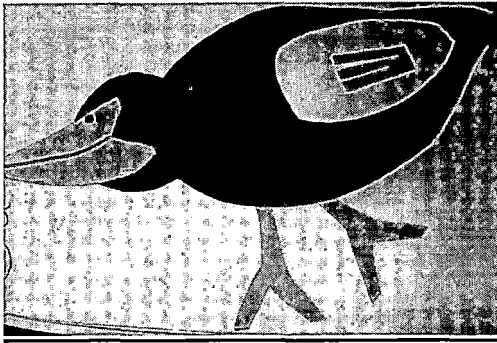
## **Tigre**

### **Materials needed:**

One white envelope, one small paper plate, black pipe cleaners, black and orange paint, white construction paper, two big wiggly eyes, and tiger shape templates.

### **Procedures:**

Paint the face of the envelope orange, when the orange paint has dried, paint black stripes on the orange paint. The face of the envelope is the tiger's body. Trace the shape of the tiger's feet and tail onto the white construction paper, and then paint them with orange paint. After the orange paint has dried, paint black stripes onto them glue them on to the tiger's body. Paint the small paper plate orange, and then cut off the entire fringe except two small pieces of the top of the plate. Glue the eyes onto the face of the tiger and paint the face's mouth. Bend the black pipe cleaners in half; these are the whiskers. Glue the whiskers on the side of the tiger's mouth. Your tiger is complete.



## **Urraca**

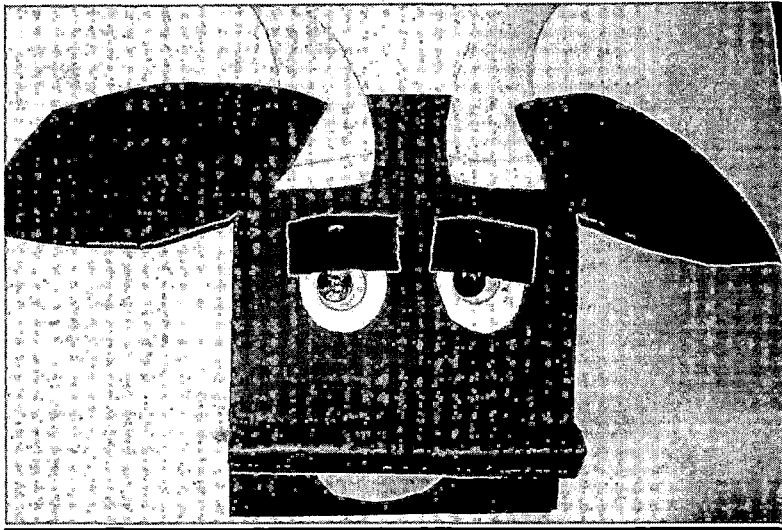
### **Materials needed:**

a small branch, black, yellow, white and green construction paper, and wiggle eyes.

### **Procedures:**

Have students trace the bird on a black construction paper. Students use the yellow paper to trace the bird's beak. Students also use the white construction paper to cut the bird's front abdomen. Last, have students put the animal together and glue it on the small branch. Have students create leaves and glue them on the branch.





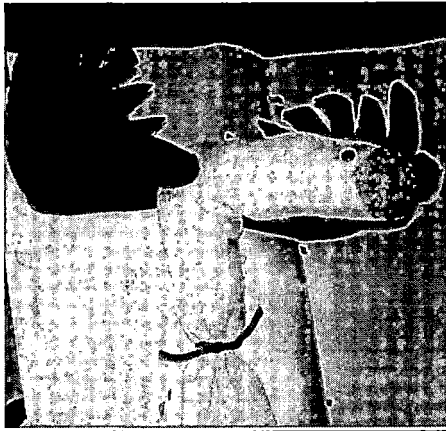
## **Vaca**

### **Materials needed:**

white construction paper, black paint, pink construction paper, and wiggly eyes and black foam.

### **Procedures:**

First, have students fold the paper in thirds lengthwise. Flip the paper over and fold in half again. Fold the top edge back to meet the fold. Flip the paper over and fold the edge back again to meet the fold. Place your fingers in the open ends to make the folded paper puppet. Cut the mouth in pink, cut the ears in brown and the eyes in white construction paper and the horns in light brown paper. Use the black foam to cut the cow' eyelashes and make sure you make small cuts at the end of each square. Add the eyes and draw the nose using a black marker.



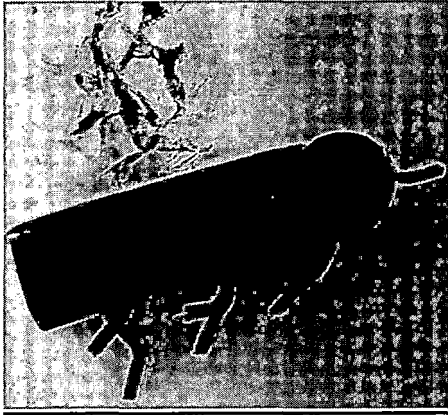
## **Wapiti**

### **Materials needed:**

a black pom-pom ball brown construction paper, brown yarn, wiggly eyes, and shape of a wapiti's template.

### **Procedures:**

Give students a white sock and fill it in with either cotton or toilet paper. Have them tie the and with a pipe cleaner. Have a parent add the nose and the eyes by using with the pom-pom ball. Have students cut the ears and the antlers by using the black foam and have a parent glue the ears and the antlers at the end of the back of the sock and the wapiti is done!



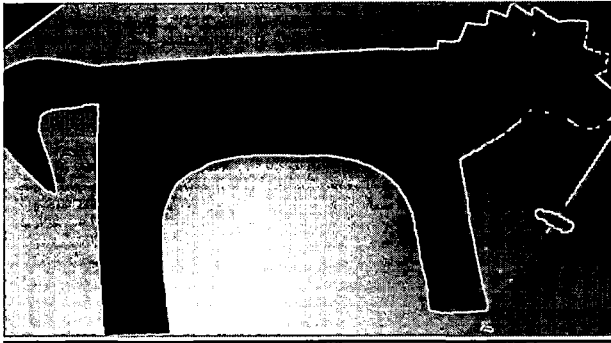
### **Xilófago**

#### **Materials needed:**

toilet paper roll, laminated sheets, black pipe cleaners, Styro-foam and one wide Popsicle stick and wiggly eyes

#### **Procedures:**

To begin, have students paint the paper roll (body of the animal) and the styro-foam (head) in black. Let it dry. Once is dry, have a parent glue the head on one end of the animal's body. Cut an oval shape using the laminated sheet and cut a pipe cleaner the same size lengthwise of the oval shape and glue it together. Glue the Popsicle stick on top of the paper roll. Glue the middle of the laminated sheet on the Popsicle stick to make it look like wings. . Cut some pipe cleaners and glue them under the bottom of the roll to make the animal's feet. Add a piece of pipe cleaner on the nose and add the eyes to it. Your animal is done!



## **Yegua**

### **Materials needed:**

Brown paper, black paint, cotton balls and horse shape templates.

### **Procedures:**

Trace the shape of the horse body out on the brown paper. Fold it in half and choose the side to be the outside and the other the inside of the horse. On the outside piece, use a paintbrush to paint the illusion of fur. Trace the shape of the horse's tail onto the brown paper, cut it out and paste it on the other side of the sheet near the crease of the inside. Trace the shape of the horse's head and do the same thing after painting fur on it as well. When the horse's appendages and the painting are dried; place the complete horse on the painted side down. On the inside, paste some cotton balls and then fold one half of the horse and paste them on each other. Your horse is complete.

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