

Unit 3: Lesson 18: Letra V

Lesson Skills

- Identify upper and lower case V.
- Blend consonant and vowel sound in a syllable
- Identify initial and final syllable in a word.
- Decode open syllables in a common word.

COMMON CORE STANDARDS

CCSS.SLA-LITERACY.RF.K.2.B

CCSS.SLA-LITERACY.RF.K.2.E

CCSS.SLA-LITERACY.RF.K.3.F

Resources

- Book 18: Veo un venado
- Letra V Posters and Cards
- Letra V worksheets
- Letra V student online activities
- Read Aloud: Veo, veo (Level C)

Introduction to Letter V

⇒ **Do we say “Uve” or “ve chica”?** There is some variation in the way people call this letter in Spanish. “Uve” and “ve chica” are some of the most common ones. In the list of changes made by RAE in 2010, they propose to use a single name for each of the letters (B:be, V:uve). However, both “uve” and “ve chica/corta/baja” are correct. We suggest that you use whatever is most comfortable to you. In this phonics program, the letter “v” will be called “uve”.

⇒ **Letter V pronunciation.** The correct pronunciation of letter v is identical to letter b (“va” and “ba” are both /ba/). It is important to teach the correct pronunciation so students do not confuse it with English “v”.

⇒ Bring to class some items that start with letter V (vaso, vela, ventilador, vestido, etc.).

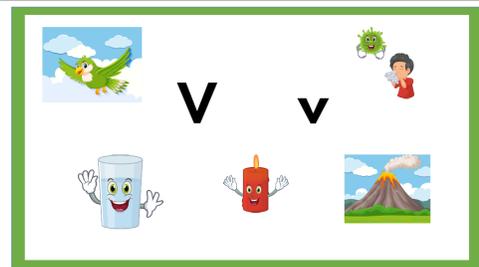
⇒ Ask students for other words that start with “V”.

⇒ Show students Poster P.1.

Say the words: vuela, vaso, vela, volcán, virus.

⇒ Other V words learned in this lesson are: vaca, verde, va, visita, ve, veo, venado.

⇒ Recognize students whose names start with V.



Poster P.1

Phonemic Awareness Activities

Initial Sound Recognition

Read aloud the book “Veo, veo”. Have students raise their hand when they hear a word that starts with V. Have students say the word back to you, and continue reading the book. Make sure to read slowly and stress the words that start with V.

Segmenting words into syllables and identifying initial middle and final syllable are essential skills in Spanish phonics. Students with a strong foundation in these skills will be able to identify the tonic syllable and decide when a word should have a “tilde” later on.

Initial, Middle and Final Syllable

⇒ ¿Dónde está la v?

- ◇ Put the posters for 3 syllable words on the board (posters are in the “tool for teachers” section of the Phonics page). Explain that you are going to decide if the syllable with “V” is in the initial, middle or final syllable of the word. Give students one example with the word “venado”:



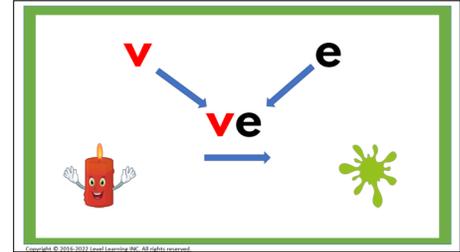
Syllabic Train Set Posters

- ◇ Have students break it down into syllables.
- ◇ Ask students where the different syllables in “ve-na-do” are in the train.
- ◇ Continue this activity with the following words: visita, Vanesa, tomate, batido, amasa, patito, pelota.

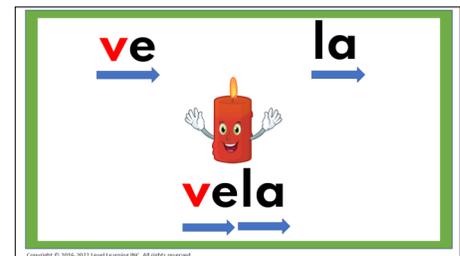
Reading

Blending Sounds into Syllables

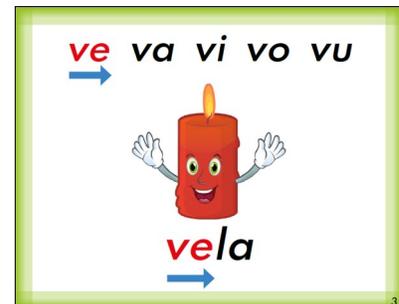
- ⇒ Use the blending posters to introduce the combination of letter V and the 5 vowels.
- ⇒ Teacher says: “La uve (touch letter V) con la e(touch letter e), hace /be/ (slide your finger following the arrow while you say “ve”) ¿Qué empieza con “ve”?”. Teacher points at the image of “vela” (Posters P.2).
- ⇒ Move to poster P.3. This is a decodable word for this lesson: Vela. Slide your finger under each syllable while you have the whole class read with you. Then do it again with the complete word.
- ⇒ **Other decodable words:** vaso, veo, va, ve, visita, venado.
- ⇒ **Read** Book 18 “Veo un venado” to introduce all vocabulary words. Remember that many vocab words will contain letters students have not learned yet and are not expected to decode. Just point at the syllable with “V”, and read the whole word for them.
- ⇒ Spend a minute on the title, as it is fully decodable. Using your sliding finger, say the syllables slowly or have students attempt to read it. Ask students ¿Qué ve Memé? (Memé ve un venado). Students should be able to write down that sentence as it is fully decodable.
- ⇒ **Online reading:** Students read the book “¡Veo un venado” on their tablets.



Posters P.2



Poster P.3



Book 18



Book 18

Reading

Online Interactive Reading Activities

1. Beginning Sound (v) . Students hear “¿Qué palabra empieza por “v”?” Students click on each picture to hear the word and select the right one.

2. Blend consonant and Vowel. Students combine letter V and a vowel to make a syllable.

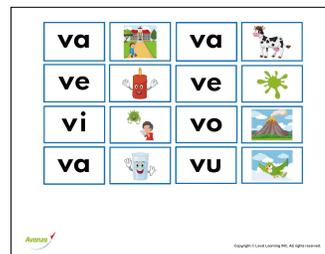
3. Which syllable? Students select the syllable that best completes the word.

4. Choose the word. Students match the image with the correct word.

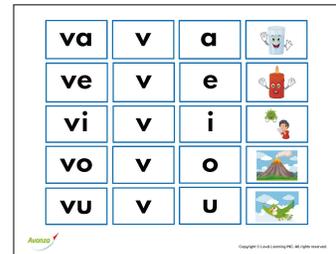
Center Reading Activities

⇒ 1. Connect Syllable cards with images (C.1).

⇒ 2. Connect individual letter cards with syllable cards (C.2).



Activity cards C.1



Activity cards C.2

⇒ 3. C.3 contains all the words for all 4 sentences in the book. Cut the cards and pair up students with a set of sentences. Have students look at the sentences in the book and find each word to make the sentences on their table.

⇒ 4. **Order the cards** to make complete sentences. Have only the cards for one sentence in a ziploc bag and have the



Activity cards C.3

students order the words to make the sentence.

⇒ 5. Students **cut the words**, glue them **in order** and **draw** a picture about the sentence.

Writing

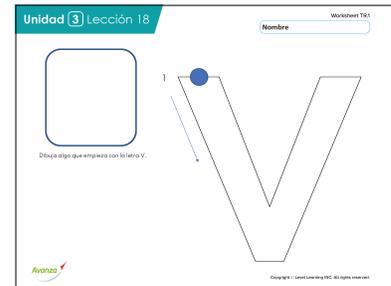
Tracing Activities

Creating the shape of the letter "V"

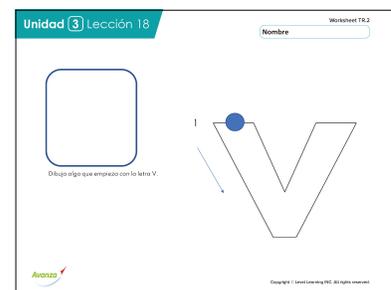
- ⇒ **Model how to trace letter V.**
- ⇒ **Hands on "V".** Students create the letter V with playdoh, sand, flour, and/or any other tactile material. You can use TR.1 and TR.2 (inside a clear sheet protector) as board guides for their work.
- ⇒ **Back "V".** Have students "draw" with their finger a V on the back of another student. Then have them "draw" different letters and then go back to drawing V. The other student needs to say "uve" when they think their partner has done the V letter.
- ⇒ **Tracing lower case and upper case V.** Students practice tracing "V" following the dot and arrow instructions in the tracing worksheets.
- ⇒ Students think of a word that starts with "V" and draw the word in the box (Worksheets TR.1 and TR.2).
- ⇒ **Writing syllables.** Students practice writing syllables with V in both lower and upper case (Worksheets TR.3 and TR.4).

Differentiation

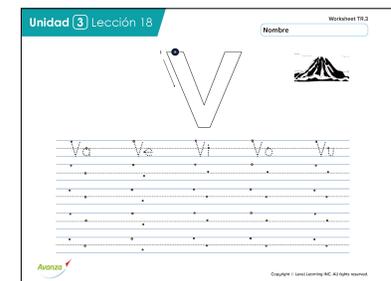
- ⇒ For students struggling with pencil control, use some of the graphomotricity worksheets available in the platform.



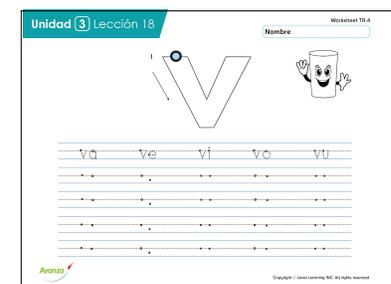
Worksheet TR.1



Worksheet TR.2



Worksheet TR.3



Worksheet TR.4

Reading-Writing

Syllable Recognition

Students complete syllable recognition worksheets 1-3.

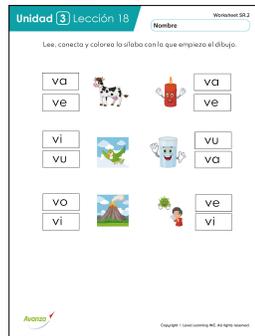
SR-1: Students connect images with the initial syllable.

SR-2: Students color the initial syllable of the words in the images.

SR-3: Students circle the images that start with the syllable on that row.



Worksheet SR.1



Worksheet SR.2



Worksheet SR.3

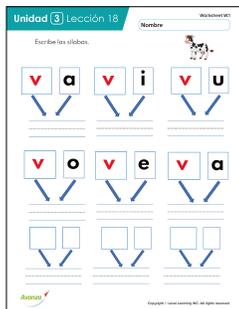
Writing Syllables, Words and Sentences

Students complete writing worksheets 1-3.

W.1: Students write the syllables by blending “v” with the vowel.

W.2: Students complete the words with a “v” syllable or the first two letters. Words: vela, vaca, vaso, va, volcán, verde, vuela, virus, veo.

W.3: Students write a full sentence from the book. First tracing over, then independently. Next students connect the sentence with the related image.



Worksheet W.1



Worksheet W.2



Worksheet W.3