



SUPPLEMENTAL SPANISH CURRICULUM FOR EARLY CHILDHOOD

Vocabulary and Reading-Level Guide

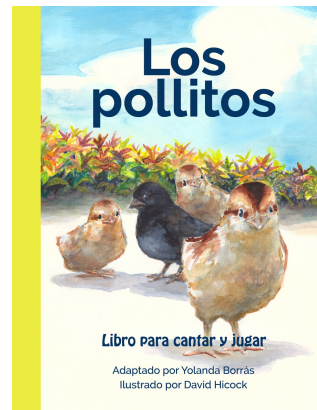
Illustrated Song Books



1 Los pajaritos



2 La finca



3 Los pollitos



4 Pimpón

Four illustrated song books, ordered from the lowest to the highest decoding demand. Each sheet gathers that book's vocabulary sorted by level, what the song teaches, and a practical note for the classroom.

Suggested sequence: **Los pajaritos** → **La finca** → **Los pollitos** → **Pimpón**.



Los pajaritos

Libro para cantar y jugar

IN THE SEQUENCE

1 of 4

UNIQUE WORDS

~21

READING LEVEL (EST.)

A

FOCUS

Print-to-speech matching



Vocabulary by decoding demand

Level 1 — open CV	<i>la, a, pajaritos, pececitos, caballitos, conejitos</i>
Level 2 — closed syllables	<i>los, el, van, por, campo, nadan, saltan, animales</i>
Level 3 — clusters	<i>trotan</i>
Level 4 — diphthongs	<i>aire, agua, vuelan, bailan, fiesta</i>
Level 5 — letter-specific	<i>que (silent u), caballitos (ll), pececitos (soft c, twice), conejitos (j)</i>

What this book teaches

- The *-itos* family, four in a row: *pajaritos, pececitos, caballitos, conejitos*.
- Five verbs ending *-an*: *vuelan, nadan, trotan, saltan, bailan*.
- Each verb is sung ten times per stanza — about 50 verb utterances in all.
- Every stanza has the same shape. A child who learns the first one knows the rest.

Note for the teacher. Point to the words as the children sing. The repeated verbs are short enough for small fingers to follow.



La finca

Libro para cantar y jugar

IN THE SEQUENCE

2 of 4

UNIQUE WORDS

~40

READING LEVEL (EST.)

A–B

FOCUS

Letter patterns: h, ll, ñ, rr



Vocabulary by decoding demand

Level 1 — open CV	<i>mi, a, la, así, ya, patito, vaquita, ovejita</i>
Level 2 — closed syllables	<i>vengan, ver, es, el, los, finca, marchen, salten, corran, canten, bailen</i>
Level 3 — clusters	<i>none</i>
Level 4 — diphthongs	<i>cua, jau (in the animal sounds)</i>
Level 5 — letter-specific	<i>que (silent u), hermosa and hace (silent h), gallito (ll, hard g), niños (ñ), perrito and corran (rr), vaquita (qu)</i>

What this book teaches

- Five present-subjunctive verbs ending *-en*: *marchen, salten, corran, bailen, canten*.
- Clean syllable segmentation in *ki-ki-ri-ki, muu, cua, bee* — open syllables, one per note.
- The opening line is sung ten times; each verb block twice per verse.
- Letter patterns to point out: silent *h* (*hermosa, hace*), *ll* (*gallito*), *ñ* (*niños*), *rr* (*perrito, corran*).

Note for the teacher. Clap the animal sounds syllable by syllable: *ki-ki-ri-ki, muu, cua, bee*. The last verse ends on *la la la la la* instead of the usual line — that signals the song is finishing.



Los pollitos

Libro para cantar y jugar

IN THE SEQUENCE

3 of 4

UNIQUE WORDS

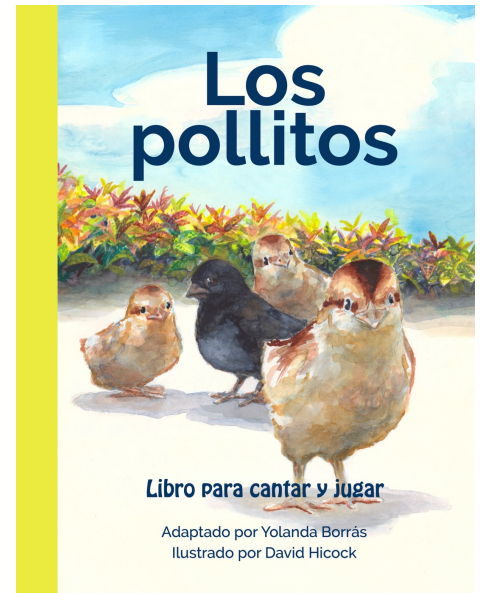
~28

READING LEVEL (EST.)

B

FOCUS

Consonant clusters; diphthongs



Vocabulary by decoding demand

Level 1 — open CV	<i>la, da, pío, día, comida, bajo, pollitos, gallina</i>
Level 2 — closed syllables	<i>los, el, les, dos, sus, alas, hasta, otro, busca, dicen</i>
Level 3 — clusters	<i>trigo, frío, presta, abrigo, hambre</i>
Level 4 — diphthongs and hiatus	<i>cuando, tienen, duermen, frío, pío, día, maíz</i>
Level 5 — letter-specific	<i>pollitos and gallina (ll), hambre and hasta (silent h), acurrucaditos (rr), dicen (soft c), maíz (z)</i>

What this book teaches

- Consonant clusters to practise: *trigo, frío, presta, abrigo, hambre*.
- Diphthong and hiatus work, including the accented *í* in *frío, pío, día, maíz*.
- Acurrucaditos* for syllable clapping: six syllables, all open, highly rhythmic.
- Three stanzas that follow one scene: hungry, fed, asleep.

Note for the teacher. One line to watch: *les presta abrigo* is figurative. The hen is not lending a coat — worth a word with the children.



Pimpón

Libro para cantar y jugar

IN THE SEQUENCE

4 of 4

UNIQUE WORDS

~75

READING LEVEL (EST.)

D–E

FOCUS

Rime families; narrative sequence



Vocabulary by decoding demand

Level 1 — open CV	<i>se, la, de, su, le, va, da, lava, carita, pelo, casa, cama, hora, muñeco, cartón, jabón, jamón, bombón, salón, sillón, crayón, Pimpón</i>
Level 2 — closed syllables	<i>es, un, con, el, metal, empaca, escuela, esperan, amigos, salir, dormir, está, apenas, acuesta, regresa, mochila, galletas, lápiz</i>
Level 3 — clusters	<i>grande, frutas, preferidas, crayón, estrellas</i>
Level 4 — diphthongs	<i>muy, agua, peine, aunque, merienda, sienta, comienzan</i>
Level 5 — letter-specific	<i>aunque (que), llorar, llega, galletas, estrellas (ll), muñeco (ñ), regresa (initial trilled r), jamás, jabón (j), lápiz, feliz (z), echa (ch)</i>
Level 6 — stacked	<i>desenreda, preferidas, comienzan, merienda</i>

What this book teaches

- The *-ón* rime family, eight words: *cartón, jabón, jamón, bombón, salón, crayón, sillón, Pimpón*. Change the first sound, keep the *-ón*.
- A day in sequence: wash, comb, pack, school, home, snack, stars, bed.
- Words worth teaching directly: *desenreda, tirones, jamás, apenas, merienda*.

Note for the teacher. The song follows one day in order. Ask the children what Pimpón did first, and what came before bed.