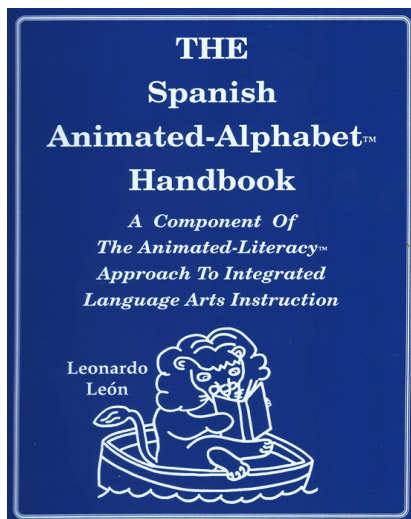


Introducing *The Spanish Animated-Alphabet™ Handbook*

The Spanish Animated-Alphabet™ Handbook was created in response to requests from Spanish reading teachers who had observed the joy and success of students learning to read and write in English with Animated-Literacy™ and the Animated-Alphabet™. After searching and finding no similar materials available to teach in Spanish, a group of teachers asked if they could help develop a Spanish version of Animated Literacy™. *The Spanish Animated-Alphabet™ Handbook* represents the hard work and contributions of many dedicated teachers.



***The Spanish Animated-Alphabet™ Handbook* Includes:**

27 Spanish Animated-Alphabet™ Stories Designed To Introduce & Reinforce Letters & Sounds

27 Spanish Animated-Alphabet™ Characters & Songs

A CD Of The Spanish Animated-Alphabet™ Songs

Suggested Themes & Topics For Integrating Literature With The Alphabet Stories & Songs

Reproducible Animated-Alphabet™ Pictures With Words To The Songs

A Suggested Sequence That Enables Students To Start Reading & Writing Words After Learning Only Two Letters & Sounds

A Sequence of Drawing and Labeling Lessons For Teaching Decoding Skills

Sample Pattern Songs For Key Word Substitution Activities

The Spanish Animated-Alphabet™ Handbook introduces letter sounds and symbols through storytelling and songs. Each letter and sound is accompanied by a gesture. The gestures help students remember and use the sounds and letters to read and write words. As letters and sounds are introduced, they are used to label objects. The objects that students label are introduced through a sequence of guided drawing and labeling lessons.

After learning to draw and label an object, the students write about their pictures and use the names of the objects to replace key words in pattern word substitution songs.

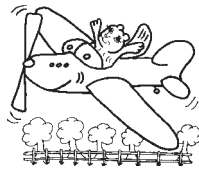
The methods and materials in this handbook are both fun and effective when used with Spanish speaking students and with students who are learning Spanish as a second language.

**EL
ABECEDARIO
ANIMADO**

©2000 by J. Stone Creations
P.O. Box 2346
La Mesa, CA 91943

Andrés Ardilla

Aa



avion

Beto Borrego

Bb



beber

Carlos Conejo

Cc



coger cuerdas

Chon Chango

Ch



chillar

Daniel Dragón

Dd



dar

Edgar Elefante

Ee



estirar

Fifi Foca

Ff



flotar

Gaspar Gato

Gg



gritar

Hilda Hormiga

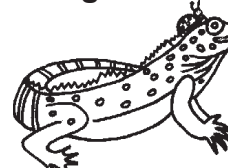
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no hablar

Iván Iguana

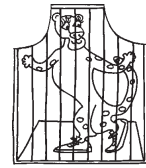
Ii



ir a pie

Gerardo Jaguar

Jj



jalar

Gg

Ken Koala

Kk



kayak

Leonardo León

Ll



leer

Llami Llama

Ll



llave mágica

Martín Mapache

Mm



"mmm" miel

Nicolás Nene

Nn



nadar

Doña Ñandú

Ñ



ñandú

Oscar Oso

Oo



"ooo"

Patricia Panda

Pp



pintar

Queta Quechol

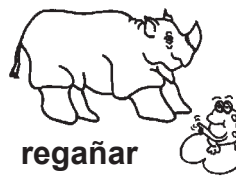
Qq



quejido

Rita Rana y Ricardo Rinoceronte

Rr



regañar

Sylvia Sirena

Ss



sonreir

Tomás Tigre

Tt



tirar

Ulises Unicornio

Uu



uvas

Verónica Vaca

Vv



violín

Yolanda Yak

Yy



yoyo

jardín zoológico

Zz



cenar en el circo

Cc

Letra “O” Oscar Oso

Había una vez un oso que se llamaba Oscar. A Oscar le gustaba comer miel de abejas. Un día Oscar estaba buscando miel en el bosque. Encontró a una oveja que le dijo en donde podía encontrar un árbol con un panal de abejas. Encontró el árbol y puso la mano dentro del hoyo en el árbol para sacar la miel.

Las abejas que estaban dentro del panal se enojaron y empezaron a picarle a Oscar. Pero el pelo del oso era tan

grueso que las abejas no lo pudieron picar. Entonces ocho abejas salieron del hoyo y le picaron en la nariz.

Cuando le picaron en la nariz le dolió mucho a Oscar y dijo: “OOOO!” Se tapó la nariz con la mano. Desde ese día Oscar se cubre la nariz cuando busca miel para que no le vayan a picar las abejas. Cuando vean la letra “O” piensen en Oscar y hagan la señal de cuando le picaron las abejas en la nariz y él dijo “OOOOO.”

The “Phonetic Sign” For “Oo”

“OOOO” (a painful sound) Put hand over nose and say Oscar’s sound.

More Actions To Accompany The Story

Oscar Oso (bear) Hold arms out to sides and “lumber” or pretend to walk like a bear.
oveja (sheep) Move hand in a stroking motion in front of body as if petting a sheep.
hoyo (hole) Make a circle with hands and “look” through it.
ocho (eight) Hold up eight fingers.

Oscar Oso’s Song (Tune: Fray Felipe or “Frère Jacques”)

Oscar Oso, Oscar Oso

Place both hands around eyes forming the letter “O.”

Busca miel, Busca miel

Place right hand over eyebrows as if looking into the distance.

Encuentra un hoyito, Mete la manita

Make the letter “O” with hands overhead.

Come miel, Come miel

With one hand, reach into the circle formed overhead, remove honey, and eat it.

Viene una abeja, viene una abeja

Place one hand on top of the other hand and move your thumbs like wings.

Le pica a él, le pica a él

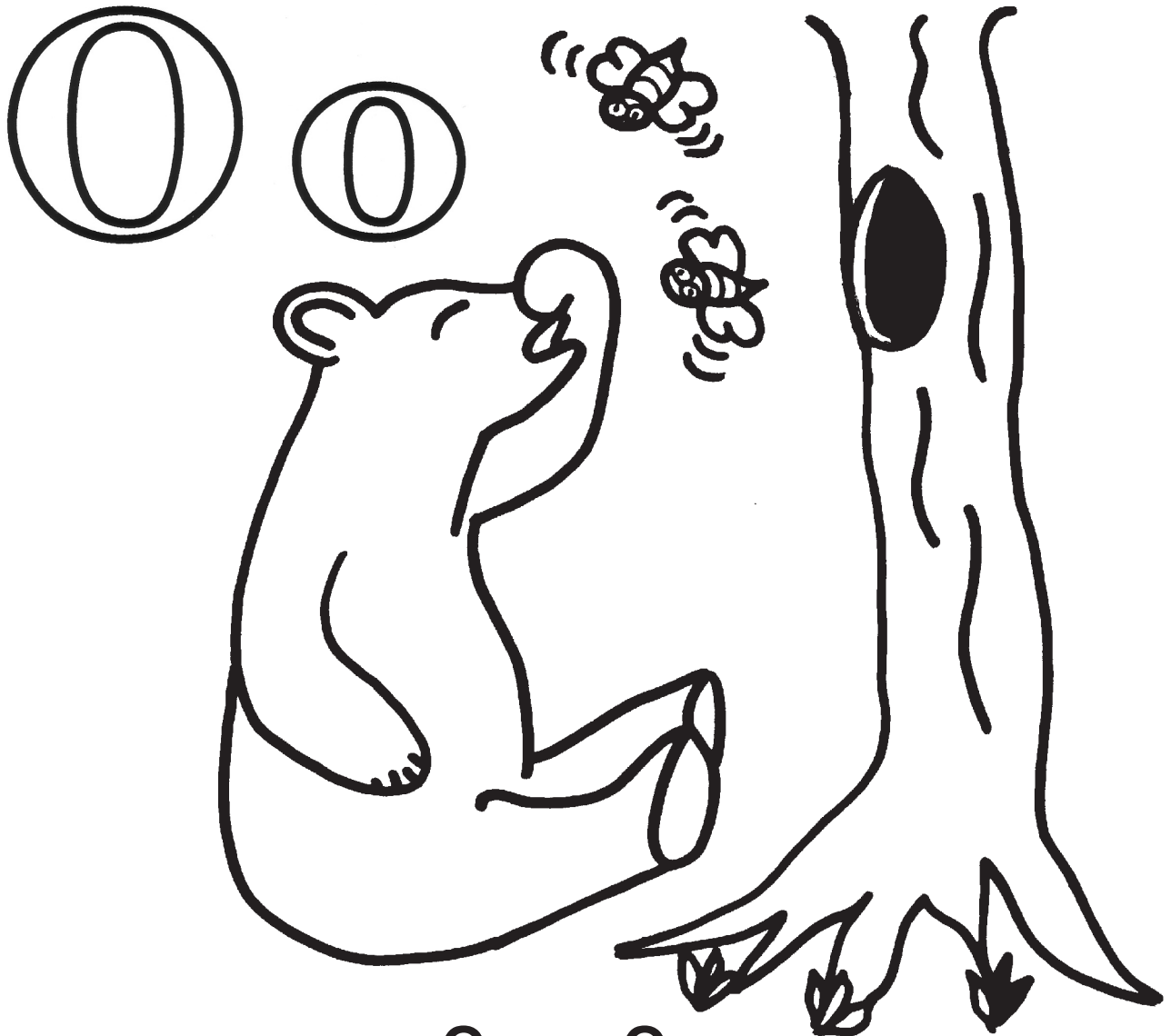
Touch the tip of your nose with your index finger.

Oscar echa un grito, Oscar echa un grito

Place the finger tips of both hands on your nose.

Ooo, Ooo, Ooo Ooo, Ooo, Ooo

Hold your injured nose with both hands.



Oscar Oso

Tune: Fray Felipe (Frère Jacques)

**Oscar Oso, Oscar Oso
Busca miel, Busca miel**

**Encuentra un hoyito, Mete la manita
Come miel, Come miel**

**Viene una abeja, viene una abeja
Le pica a él, le pica a él
Oscar echa un grito, Oscar echa un grito
Ooo, Ooo, Ooo Ooo, Ooo, Ooo**



The Animated-Alphabet™ “Spanish Word Wall”



Historically, there has always been a strong link between art and print. Pictures on cave walls may have been the first form of written communication. The earliest calligraphers were artists. Teaching printing as an extension of drawing, combining encoding and decoding skills with drawing, and developing a vocabulary of objects that students can draw, label, write about, and use to rewrite and illustrate pattern songs and stories is a powerful and exciting addition to any language arts program.

Through the following sequence, students begin encoding, decoding, drawing, and labeling objects after only two letters and sounds have been introduced. As each additional sound and letter symbol or pattern is introduced, students combine the new sound and symbol(s) with

previous ones to read, write, draw and label objects. The new picture and word can then be added to the classroom “Picture Word Wall.” Throughout the year, words from the word wall can be used to replace people, objects, and animals in the pattern songs and stories that the class rewrites and illustrates through word substitution. Students also enjoy writing sentences and stories about their pictures.

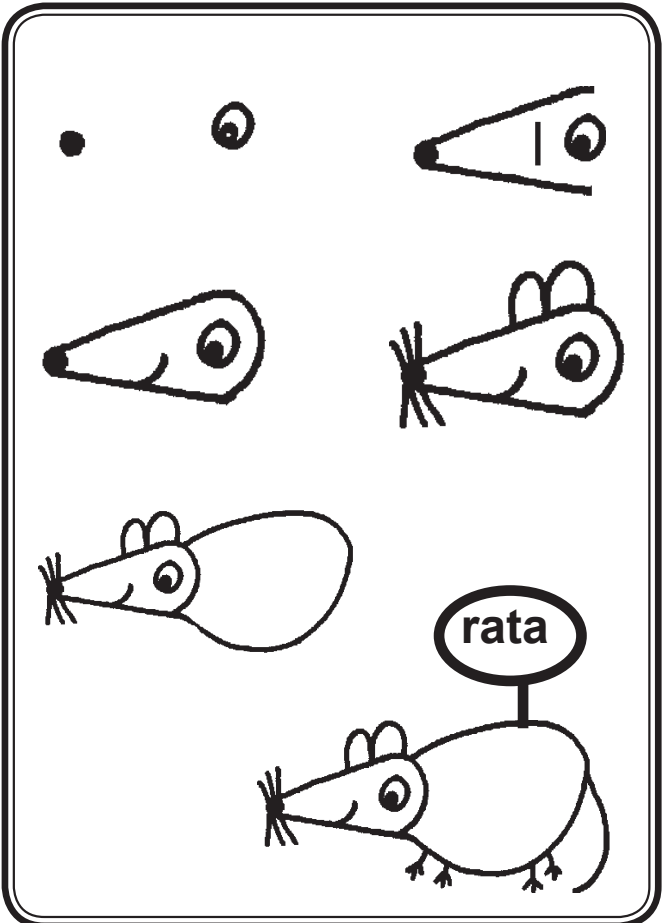
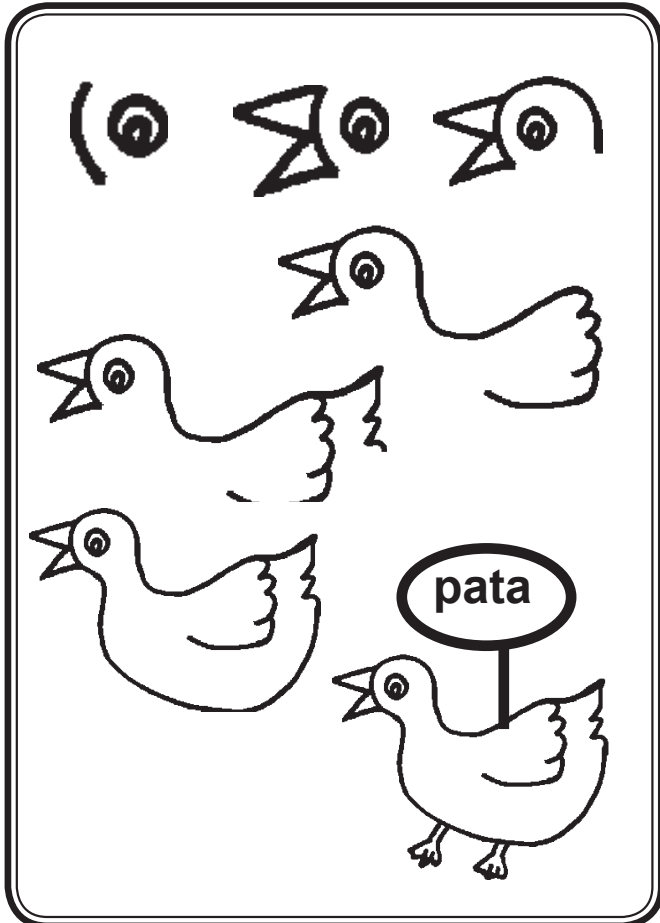
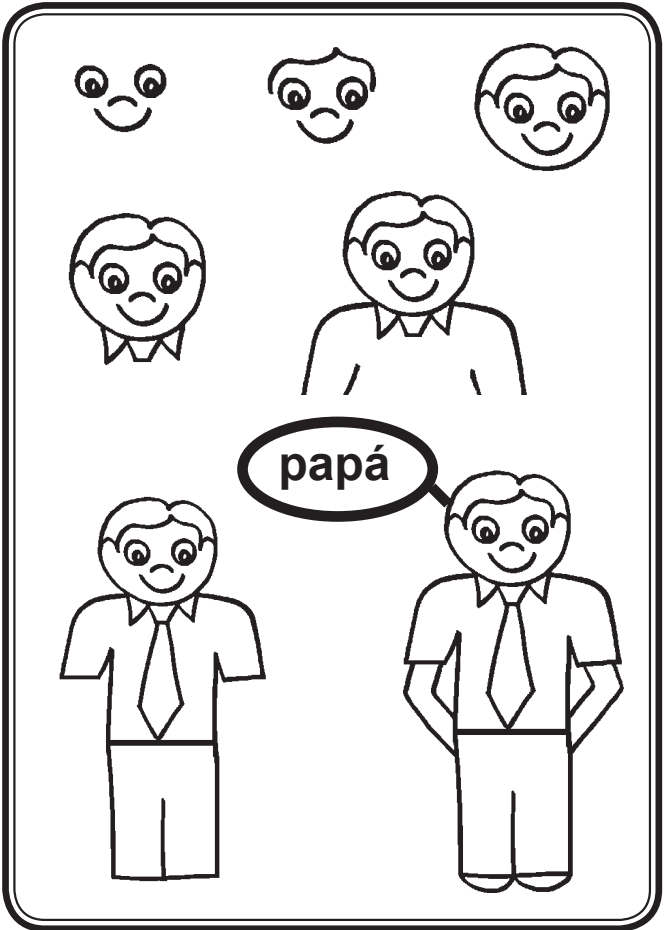
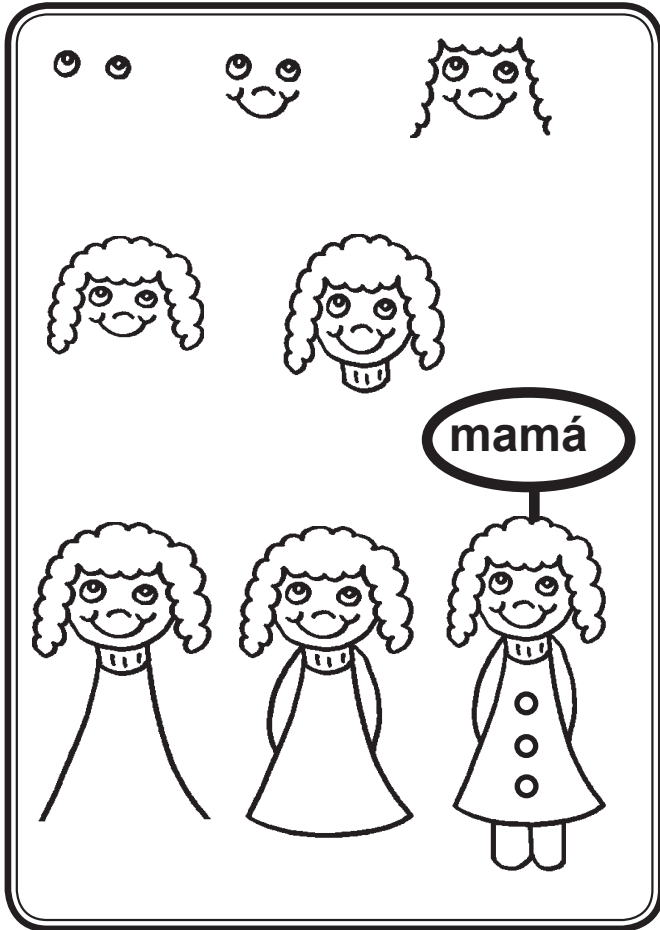
A total of 140 step-by-step drawing activities are provided to reinforce each sound and gesture and develop word recognition skills. Once students become confident at labeling objects with one word, they move on to labeling the parts of each picture. Words that describe the parts of the objects and actions performed by the objects and their parts can then be added to form noun and verb phrases.

A Sample Suggested Sequence With Sample Drawings

A, M, P, T, R, “hard” C, S, O, G, B, L, F, RR, N, E, V, D, U, Z, Ñ,
I, LL, H, J, CH, “soft” C, “soft” G, QU, Y, K

1. Introduce the sound and gestures for “A” and “M.”
Teach students to draw and print “**mamá.**”
2. Introduce the sound and gesture for “P.”
Teach students to draw and print “**papá.**”
3. Introduce the sound and gesture for “T.”
Teach students to draw and print “**pata.**”
4. Introduce the sound and gesture for “R.”
Teach students to draw and print “**rata.**”
5. Introduce the sound and gesture for hard “C.”
Teach students to draw and print “**cara**”
and “**cama.**”
6. Introduce the sound and gesture for “S.”
Teach students to draw and print “**casa.**”
7. Introduce the sound and gesture for “O.”
Teach students to draw and print “**oso**”
“**sapo**” and “**mosca.**”
8. Introduce the sound and gesture for “G.”
Teach students to draw and print “**gato.**”

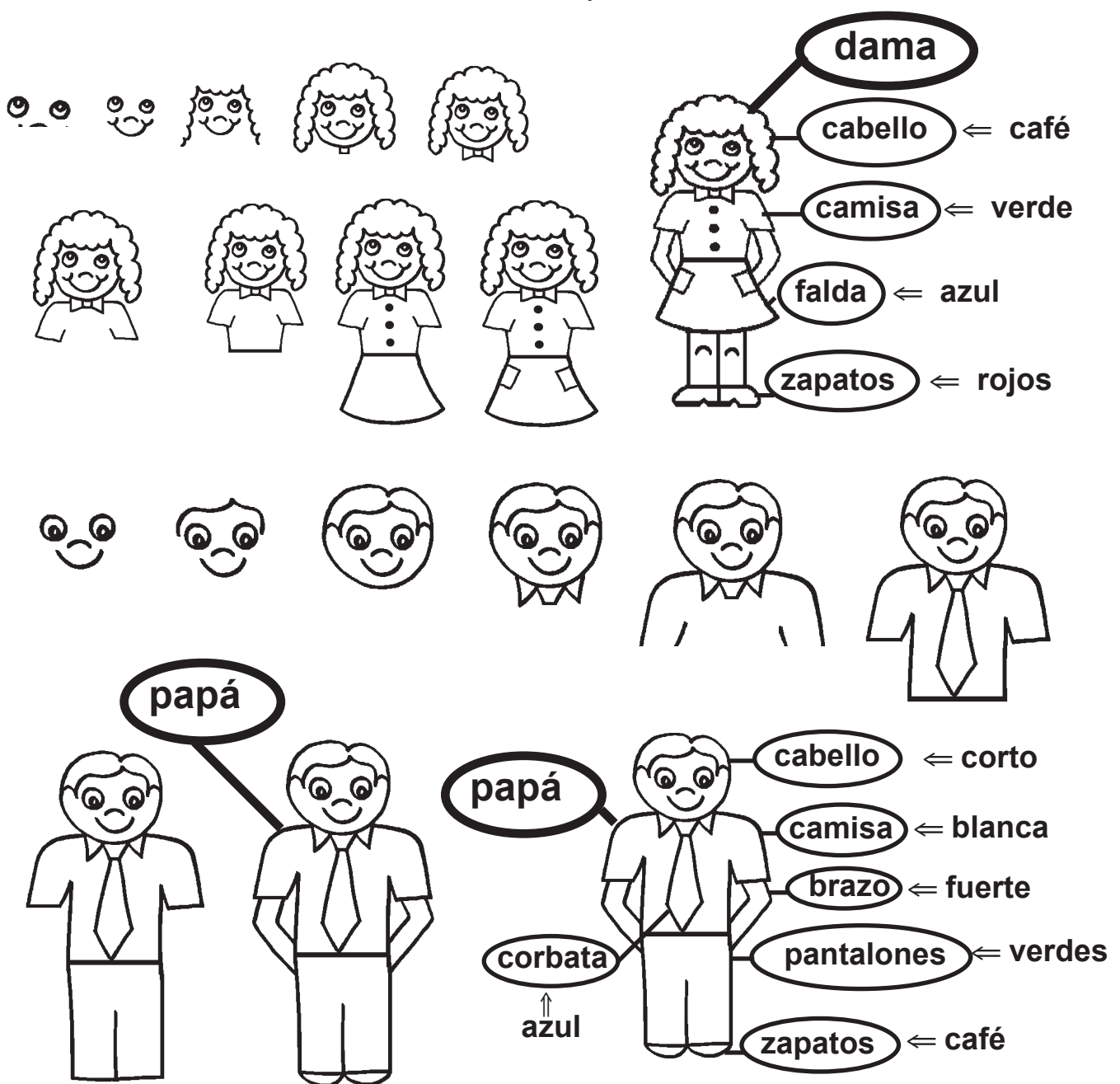




Adding More Labels To The Drawing & Labeling Process

When first starting the drawing and labeling process, the students copy as the teacher draws and labels each picture one step at a time. As the process continues, the teacher may add more labels to each picture as the students follow along on their papers. Teachers first expand the labeling process by modeling the printing of words that name the parts of each drawing. This provides many more opportunities to work on decoding and word recognition skills as the students gesture and blend the sounds to decode each word or gesture the sounds and name the letters needed to spell a word.

As students become more skilled at printing and word recognition, the teacher can begin adding words to describe the parts of each drawing as illustrated below. Verbs can also be added to name ways that the parts of each picture might move or actions that they might perform. After the guided portion of the lesson has been completed, the students add more labels independently and write stories about their pictures. In later stages, the students draw independently, label their pictures, and write about their pictures. Here students can either draw by using the steps from the handbook or they can create their own illustrations.



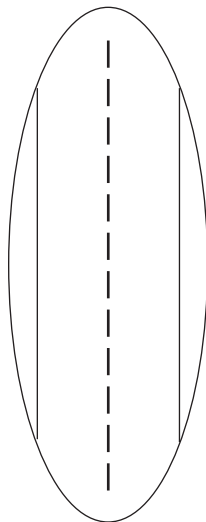
Cover directions when duplicating for student use. Completed papers can be sent home or bound into a class book.

Sample Pocket Chart

Vengan a ver mi	sample substitution
que es hermosa .	repeat first two lines
El	sample substitution, place a toy next to the word
hace asi	sample substitution repeat lines 3 & 4
O ven amigo ,	sing two times
o ven, o ven, o ven .	repeat last two lines

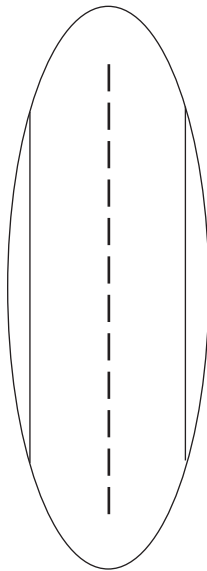
Note: **Mi Granja** is an excellent song for substituting animal names and their sounds for those in an old pattern. Children may also substitute names of places (or locations) for “granja,” and the letters used to spell the animal’s sound (or action) for “miau.” **Mi Granja** is recorded in both English and Spanish on the cassette tape of *Spanish Animated-Alphabet™ Songs* and on tape 2 of *Variations On Traditional Pattern Songs* from J. Stone Creations. Alma Flor Ada’s *Días Y Días De Poesía* from Hampton-Brown Books includes a version entitled *Mi Chacra*. Jose-Luis Orozco has recorded the song (called **La Granja** on his tape) on *Lirica Infantil* vol. 3. The song is also known as **Mi Rancho** on recordings from other artists.

Vengan a ver mi



, que es hermosa.

El



hace así

O ven, amigo, o ven, amigo, o ven (3x).



#9 CD CD Of *The Spanish Animated-Alphabet™* Songs

THE SPANISH ANIMATED-ALPHABET™ SONGS



Sung by Lupe Espinosa
Played by Drew Gallahar
Words by Blanca E. Margetts



Recording Notes: Each Spanish Animated-Alphabet™ Song is recorded two times. The songs are first presented in Alphabetical order on track numbers 1 through 27. Each song is then repeated in the suggested sequence on track numbers 37 through 63. Tracks 28 through 33 provide the traditional words to the melodies used for the songs. Tracks 34, 35, and 36 provide three traditional pattern songs for word substitution. These three tracks are sung and played in both English and Spanish by Jim and Theresa Hinton. A complete list of the tracks and song titles is provided on the back of the CD case.

The Spanish Animated-Alphabet™ CD Tracks & Song Titles

- | | | |
|--------------------|---------------------------|----------------------|
| 1. Andrés Ardilla | 23. Tomás Tigre | 42. Carlos Conego |
| 2. Beto Borrego | 24. Ulises Unicornio | 43. Sylvia Siron |
| 3. Carlos Conejo | 25. Verónica Vaca | 44. Oscar Oso |
| 4. Chon Chango | 26. Yolanda Yak | 45. Gaspar Gato |
| 5. Danel Dragón | 27. Jardín Zoológico | 47. Beto Borrego |
| 6. Edgar Elefane | TRADITIONAL SONGS | 48. Leonardo Leon |
| 7. Fifi Foca | 28. Un Elefante | 49. Fifi Foca |
| 8. Gaspar Gato | 29. Fray Felipe | 50. Nicolas Nene |
| 9. Hilda Hormiga | 30. La Araña Pegeñita | 51. Edgar Elefante |
| 10. Iván Iguana | 31. Patito Patito | 52. Veronica Vaca |
| 11. Gerado Jaguar | 32. Soy Una Tetera | 53. Daniel Dragon |
| 12. Ken Koala | 33. Dos Y Dos Son Cuatro | 54. Ulises Unicornio |
| 13. Leonardo León | PATTERN SONGS | 55. Jardín Zoologico |
| 14. Llami Llama | 34. Mi Perrito | 56. Doña Ñandú |
| 15. Martín Mapache | 35. Mi Granja | 56. Ivan Iguana |
| 16. Nicolás Nene | 36. Ce Colores | 57. Llami Llama |
| 17. Doña Ñandú | SUGGESTED SEQUENCE | 58. Hilda Hormiga |
| 18. Oscar Oso | 37. Andres Ardilla | 59. Gerado Jaguar |
| 19. Patricia Panda | 38. Martin Mapache | 60. Chon Chango |
| 20. Queta Quechol | 39. Patricia Panda | 61. Queta Quechol |
| 21. Rita Rana | 40. Tomas tigre | 62. Yolanda Yak |
| 22. Sylvia Sirena | 41. Rita Rana | 63. Ken Koala |

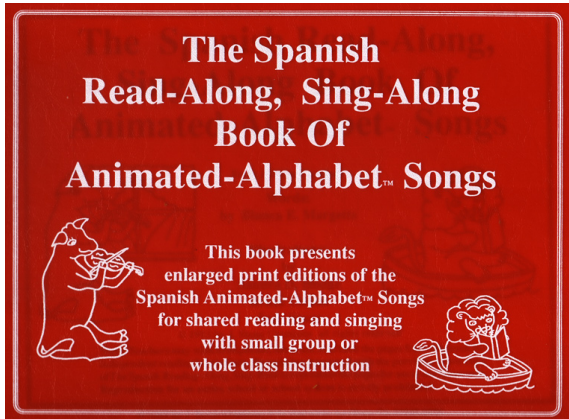
Samples From *The Spanish Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs*

The *Spanish Read-Along, Sing-Along Book* (73 pages) includes each of the songs from the CD of *Spanish Animated-Alphabet™ Songs*. The words to the songs are presented in large, bold print that makes it easy for teachers to model the tracking of words from left to right and from the top to the bottom of each page. Each page is 11 inches wide and 8.5 inches tall. The book is printed on light card stock and is spiral bound to open and lay flat.

When first introducing the songs to young children, the teacher models the gesturing of the words one phrase at a time as the students listen, watch, and imitate the teacher's words and gestures. Once the students have learned the gestures, the teacher can track the words from this book with a finger as the students sing and gesture while listening to the song on the CD.


After modeling tracking a few times, teachers can photo copy a song, laminate it, and place it in the classroom library for students to read, sing, and track independently. As new songs are introduced, they can be laminated and bound with previous songs to form a classroom book of the songs that the children have learned. Teachers can also duplicate the songs and send them home with their students.

In homes where books are scarce, *The Spanish Animated-Alphabet™* songs have helped many families establish a bedtime story tradition. In other homes, these songs have become an important addition to the bedtime story session.



Beto Borrego's song is sung to the tune of "Fray Felipe"

B



Beto Borrego
y Berta Ballena
se suben a su barco
se suben a su barco




b

baten chocolate,
beben chocolate
de su barril,
de su barril.


Abe's song is sung to the tune of "This Old Man"

Mi Perrito




Mi perrito dice , 


" Gua , gua , Gua ! "

Mi gatita dice , 


" Miau , Miau , miau ! "

Mi patito dice, 

" Cua , cua , cua ! "

Mi pollita dice , 

" Pio , pio , pi ! "

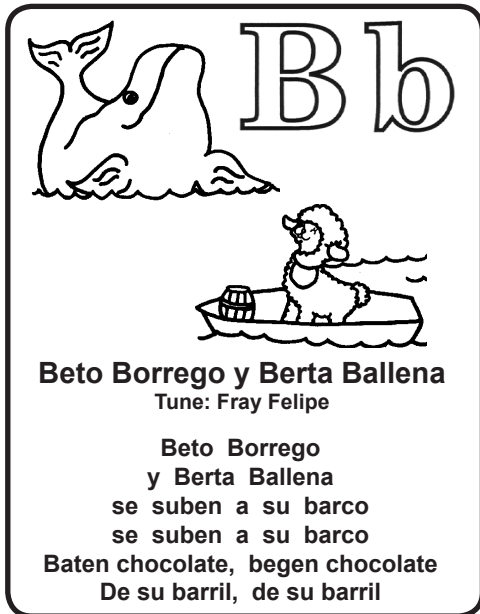
Mi burrito dice , 

" Gua , gua , Gua ! "

Spanish Picture Card & Flash Card Samples

#8 B, *The Spanish Animated-Alphabet™* **Black Line Picture Cards**

This set of picture cards is printed on white card stock. Each card is 8.5 inches wide and 11 inches tall. Each card includes a picture of a Spanish alphabet character, the letter(s) used to represent the character's sound in print, and the words to the character's song. These cards are easy to hold up for the students to view when singing a character's song or listening to the character's story.

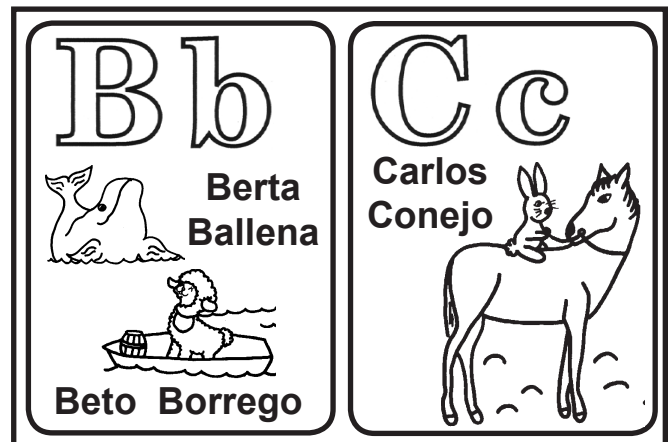


Reduced Sample From Item #8B

Reduced Sample From Item #12

#12, *The Spanish Animated-Alphabet™* **Half Size Black Line Picture Cards**

This set of picture cards is printed on white card stock. Each card includes a picture of a Spanish alphabet character and the letter(s) used to represent the character's sound in print. Each character's card is 5.5 inches wide and 8.5 inches tall. This set of picture cards is ideal for displaying the characters on bulletin boards because they take up half of the space of the cards in the #8B set. This set of cards does not include the words to the characters' songs.



Front of Spanish Flash card

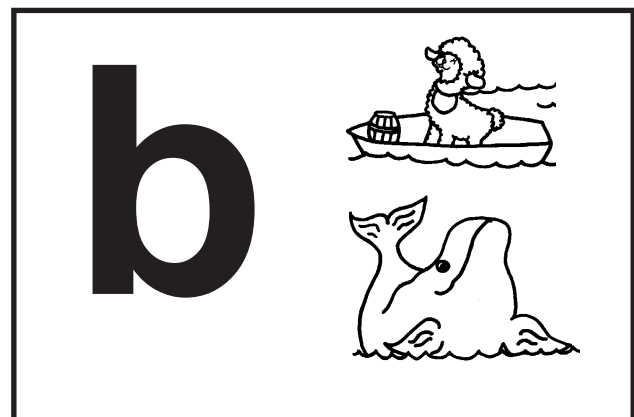
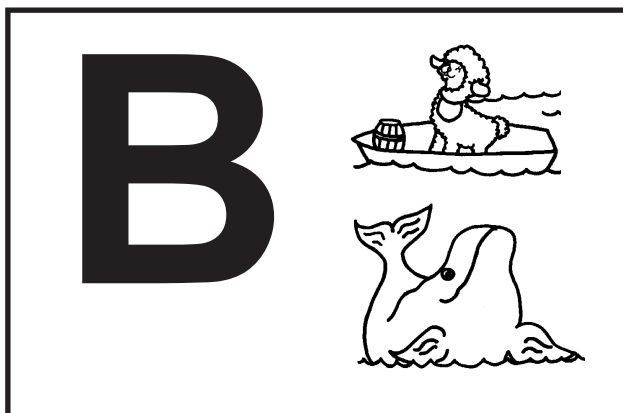
#11, *The Spanish Animated-Alphabet™* **Flash Cards For Sound & Letter Substitution Activities**

The Spanish Animated-Alphabet™ flash cards are 5.5 inches wide and 4.25 inches tall. The cards are printed on colored card stock. Each card has a small picture of a Spanish Animated-Alphabet™ Character and a large printed letter or letter pattern that represents the character's sound. The flash cards can be used to help students associate letter symbols with sounds and for fast sound manipulation activities in sound substitution songs.

Front of Spanish Flash card



Back of Spanish Flash card





J. Stone Creations

P.O. Box 2346, La Mesa, CA 91943 U.S.A.
Phone/Fax (619) 465-8278 jstoneal@yahoo.com www.animatedliteracy.com



Please Note: All Prices Are Payable In U.S. Funds

ITEM #	DESCRIPTION	UNIT PRICE	# Ordered	TOTAL
1A CD	Basic Animated-Literacy™ Handbooks & CD's (Includes 1BCD, 1DCD, 1G, 1ECD, 1FCD, & 3CD)	\$99.95		
1A T	Basic Animated-Literacy™ Handbooks & Tapes (Includes 1BT, 1DT, 1G, 1ET, 1FT, & 3T)	\$94.95		
1B CD	The Animated-Alphabet™ Story, Song, & Action Book (includes #3 CD)	\$44.95		
1B T	The Animated-Alphabet™ Story, Song, & Action Book (includes #3 T)	\$39.95		
1C	Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs	\$19.95		
1D CD	The Book Of Pattern Reading, Writing, & Singing Activities (includes #1E CD & #1F CD)	\$49.95		
1D T	The Book Of Pattern Reading, Writing, & Singing Activities (includes # 1E T & #1F T)	\$44.95		
1E CD	CD #1 Of Variations On Traditional Pattern Songs	\$15.00		
1E T	Cassette Tape #1 Of Variations On Traditional Pattern Songs	\$9.95		
1F CD	CD #2 Of Variations On Traditional Pattern Songs	\$15.00		
1F T	Cassette Tape #2 Of Variations On Traditional Pattern Songs	\$9.95		
1 G	The Draw To Read And Write Book	\$27.95		
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1 K	Advanced Workook Of Fluency, Comprehension & Word Recognition Activities	\$27.95		
1 L	Printing, Drawing, & Labeling Activities Book #1	\$15.00		
1 M	Printing, Drawing, & Labeling Activities Book #2	\$15.00		
1 P	Paper Bag & Soda Straw Puppets For Animated-Literacy™ by Marg Arthur & Sharlene Wyness	\$24.95		
2	Cabinet ("Toybox") Of Reading Manipulatives (Caution: This kit contains small parts.)	\$264.95		
3 CD	60 min. CD Of The 45 Animated-Alphabet™ Songs	\$15.00		
3 T	60 min. Cassette Tape Of The 45 Animated-Alphabet™ Songs	\$9.95		
4	CD Of The 30 Alternate Animated-Alphabet™ Songs	\$15.00		
5 A	Set of 45 8 1/2 X 11" Black Line Picture Cards Of The Animated-Alphabet™ Characters	\$9.95		
5 B	1/2 Size Black Line Picture Cards Of the 45 Animated-Alphabet™ Characters	\$6.95		
6 A	Printable PDFs of The Animated-Alphabet™ Picture Cards (5A & 5B) in Color on a CD	\$30.00		
6 B	Printable PDFs of the Literature Based Vocabulary Charts for drawing and labeling	\$15.00		
7	Animated-Alphabet™ Flash Cards For Sound & Letter Substitution Activities	\$9.95		
8 A	Spanish Animated-Alphabet™ Handbook & CD (includes #9 CD)	\$44.95		
8 B	Set of 27 8 1/2 X 11" Spanish Animated-Alphabet™ Black Line Picture Cards	\$8.95		
9 CD	CD Of The Spanish Animated-Alphabet™ Songs	\$15.00		
10	Spanish Read-Along, Sing-Along Book Of Animated-Alphabet™ Songs	\$19.95		
11	Spanish Animated-Alphabet™ Flash Cards	\$6.95		
12	1/2 size Spanish Animated-Alphabet™ Black Line Picture Cards	\$6.95		

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