

# PALABRAS

# ENCADENADAS

Material manipulativo: palabras encadenadas



1

## Imágenes y pictogramas:



**Autor pictogramas:** Sergio Palao

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## REALIZA Y PRODUCE:

### COORDINA:

Belinda Haro Castilla

 <http://siembraestrellas.blogspot.com.es/>

  @siembraestrellas

## INTEGRANTES DEL EQUIPO DE TRABAJO:

- M<sup>a</sup> Soledad Jiménez Urbano
- Mariana Martín Castillo
- Ángela Salvador Ruíz
- Luisa Jiménez de la Blanca
- M<sup>a</sup> Victoria Roperó López
- María Blanco Casillas
- Verónica García Jiménez
- María Sierra Parias Herrero
- Olivia Romero Luna
- Patricia Ranchal Bustos
- Shaila Cardenal Esparragoso

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# Instrucciones

## OBJETIVO GENERAL:

Mejorar o desarrollar la conciencia silábica.

A través de la conciencia silábica se busca que el niño sea capaz de entender que las palabras están formadas por sílabas y, adquirir de esta forma habilidades que les permitan segmentar palabras en sílabas, así como la creación de nuevas palabras con el cambio y/o mezcla de sílabas.

## OBJETIVO ESPECÍFICO:

Identificar fonológicamente qué palabra comienza con la última sílaba de la palabra anterior.

## DESARROLLO DE LA ACTIVIDAD:

Se presenta una plantilla para colocar las palabras, representadas por pictogramas, las cuales se encuentran en las páginas siguientes. Cada volumen de trabajo (palabras encadenadas 1 y 2) contiene 10 cadenas de palabras, cada una identificada con un color.

El trabajo consiste en recortar cada una de las palabras de las cadenas y mostrárselas al alumno para que complete la plantilla con las palabras correspondientes. La primera palabra de cada una de las cadenas se le pondrá como modelo, para comenzar el trabajo, de forma que la sílaba final de esta palabra será la primera sílaba de alguna de las palabras de las que se le presentan; el alumno deberá elegir una de ellas e ir haciendo la cadena de palabras, cuyas sílabas iniciales tienen sonidos similares con el fin de que el niño sea capaz de identificar qué sonidos son iguales (por ej: a partir de la palabra **perro** deberán elegir entre **gota**, **joyas**, **domador** o **roca**). De este modo, también estamos desarrollando la memoria de trabajo.

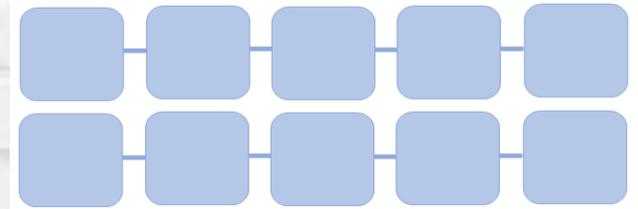
## VARIANTES:

1. Formar una frase con la palabra correcta.
2. Proponer otras palabras que comiencen con la misma sílaba.
3. Pragmática: qué es, para qué sirve.
4. Ejercicios de memoria visual: colocar los pictogramas en el mismo orden en el que se presentaban.

## 2 FORMATOS DE TRABAJO:

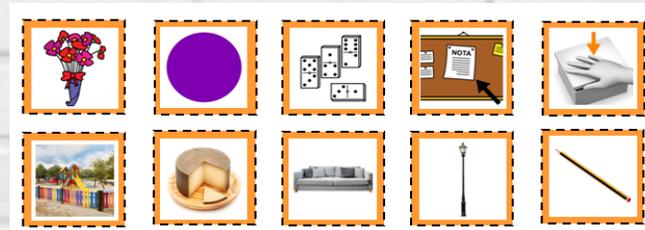
Contemplamos el uso de este material tanto de forma **individual** como **en grupo** es este el motivo por el que presentamos inicialmente una plantilla vacía (para el trabajo individual con un adulto que de las primeras instrucciones) y otras plantillas una por cada serie (para el trabajo en gran o pequeño grupo) donde el alumno/a tenga que trabajar de forma más autónoma y por tanto se les proporciona la primera palabra con la que empieza la serie.

Comunicar-us



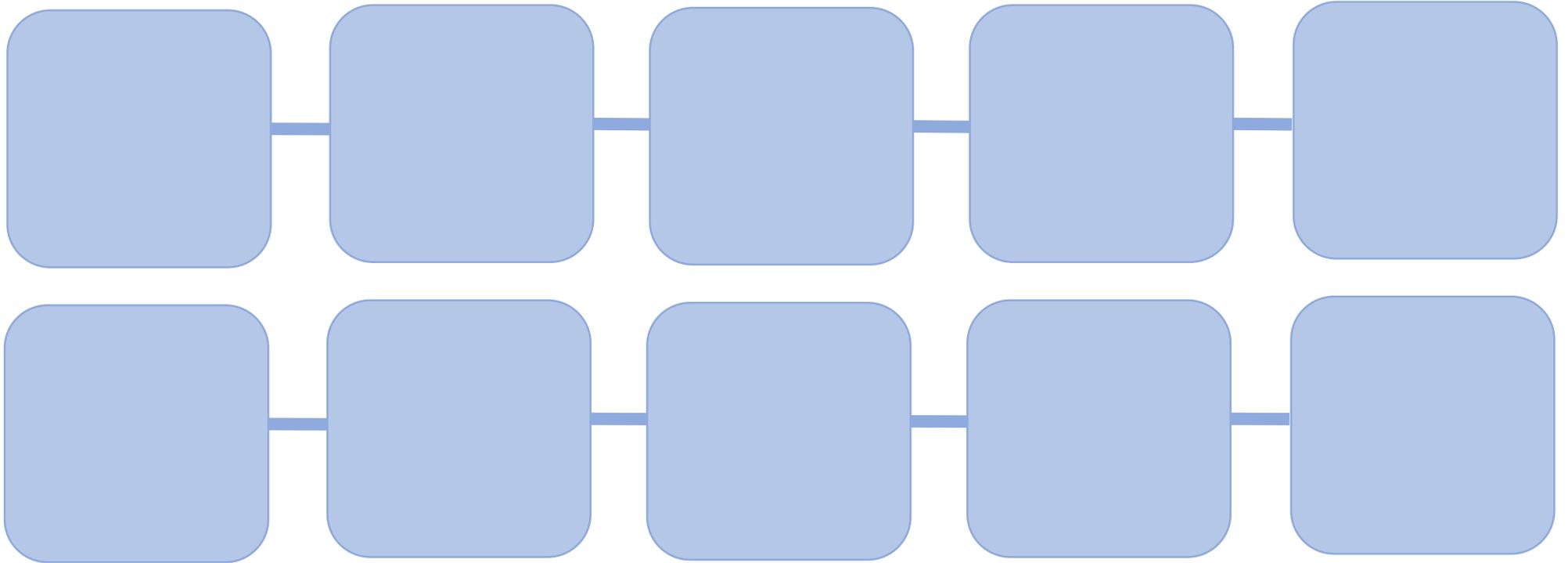
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Mª Victoria Ropero López



## PALABRAS USADAS POR PÁGINA:

1. Pato-Tomate-Tela-Lazo-Zorro-Rosa-Sapo-Polo-Lobo-Bota
2. Perro-Roca-Cama-Mariquita-Taza-Zapato-Torre-Remo-Molino-Noria
3. Vaca-Cabra-Brazo-Zorro-Ropa-Pala-Lata-Tachar-Charco-Conejo
4. Foto-Tocar-Carpeta-Taburete-Tele-Lechuga-Gallina-Naranja-Jamón-Montaña
5. Topo-Pozo-Zorro-Rojo-Joroba-Babi-Bicicleta-Tapa-Palo-Loro
6. Pala-Lago-Goma-Maceta-Tapa-Payaso-Sopla-Plato-Toser-Servilleta
7. Ramo-Morado-Dominó-Nota-Tapar-Parque-Queso-Sofá-Farola-Lápiz
8. Mariposa-Sábana-Naranja-Jabalí-Lima-Malo-Lobo-Boca-Caballo-Llorar
9. Morado-Doce-Cereza-Zapatilla-Llave-Vela-Lavabo-Boca-Calle-Llevar
10. Río-Ola-Lago-Goma-Mariposa-Sapo-Polo-Loce-Coleta-Tabla

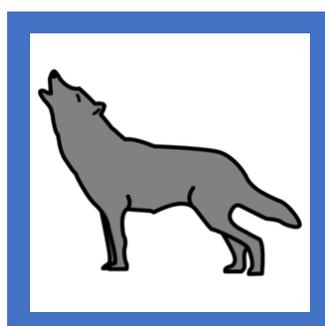
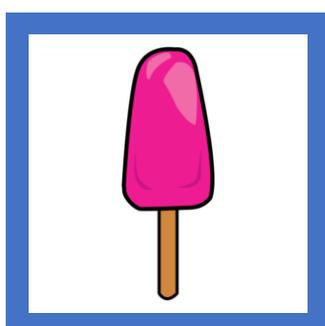
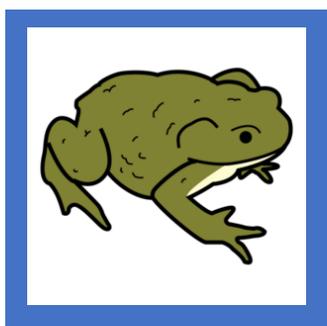
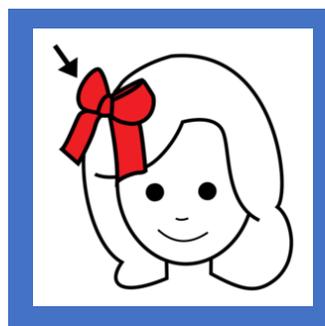
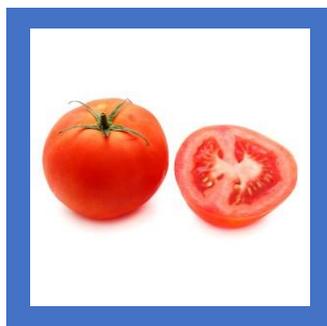
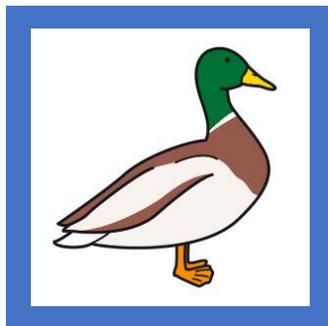


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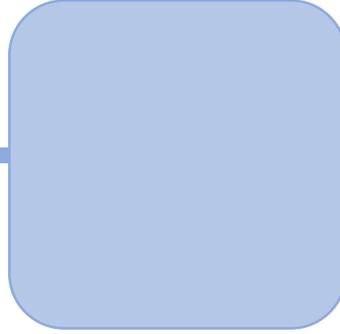
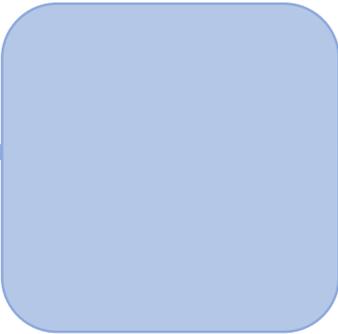
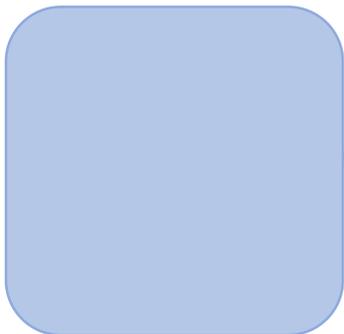
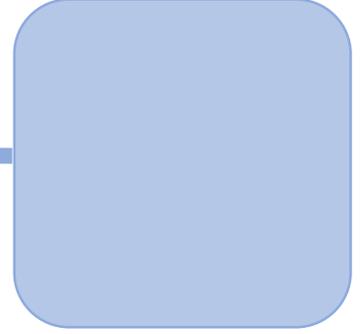
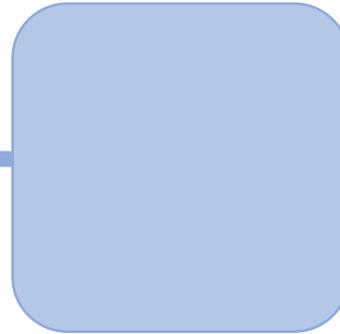
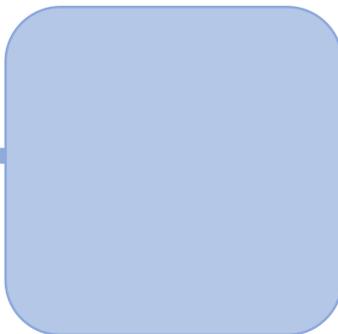
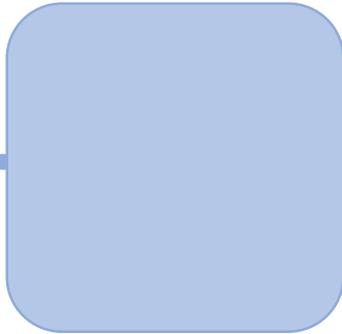
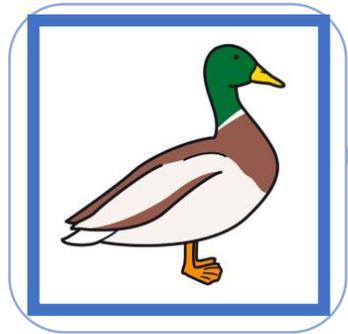


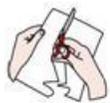
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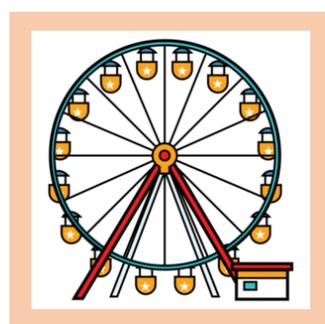
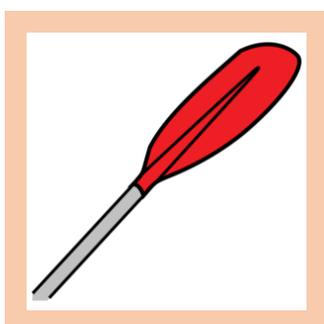
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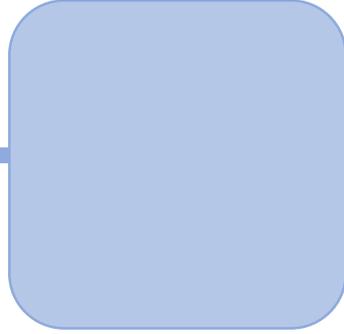
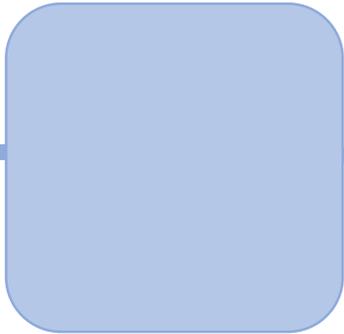
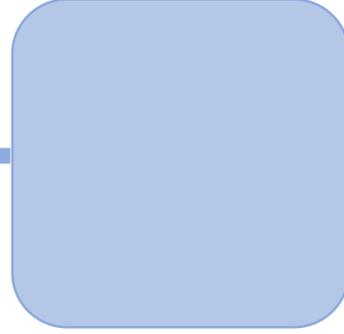
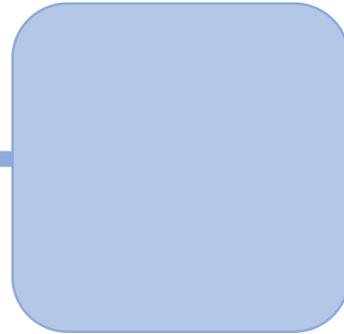
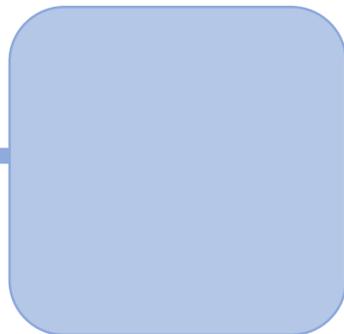
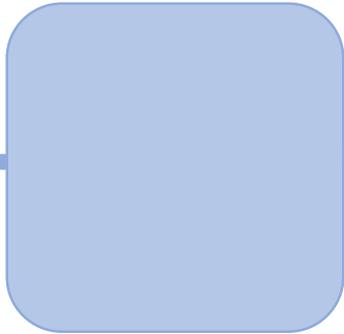


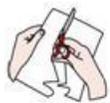
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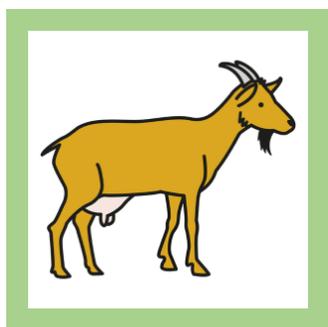
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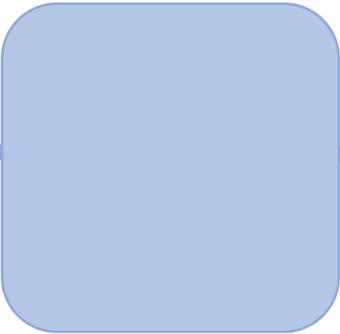
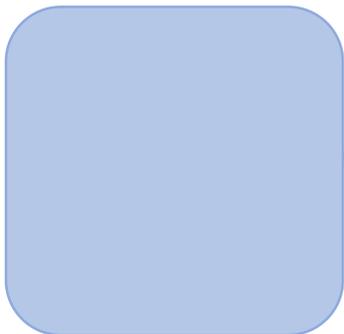
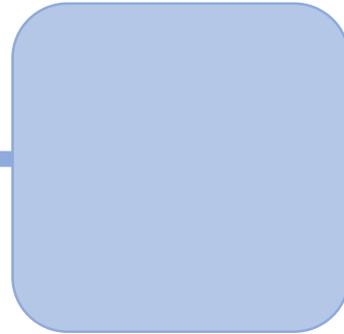
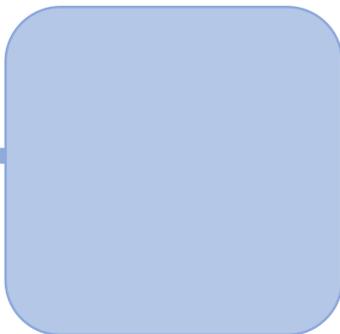
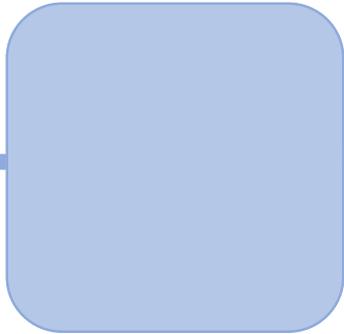


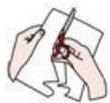
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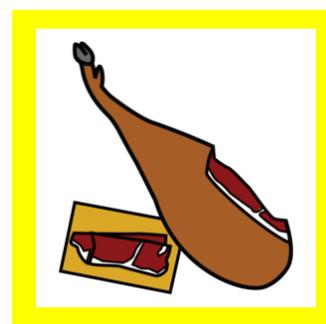
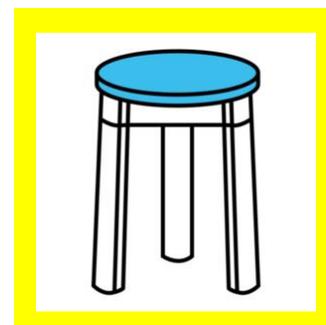
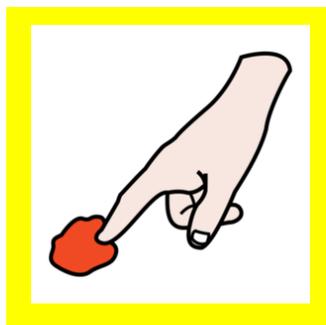
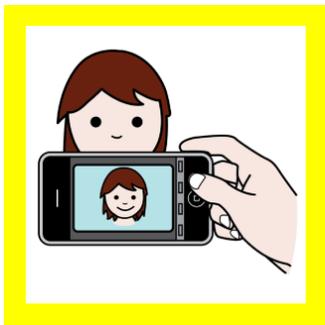
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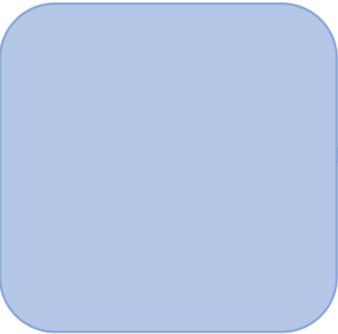
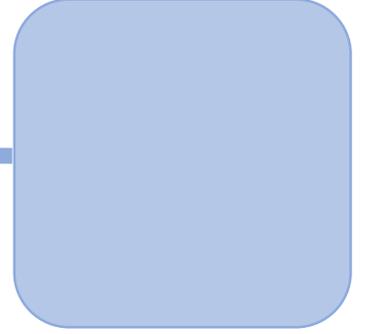
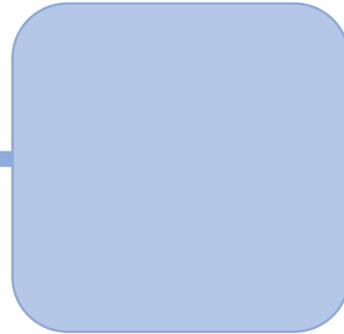
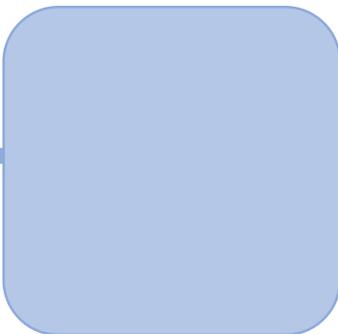
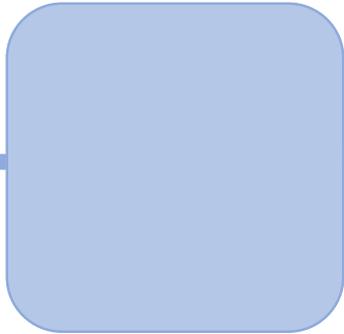


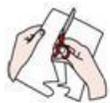
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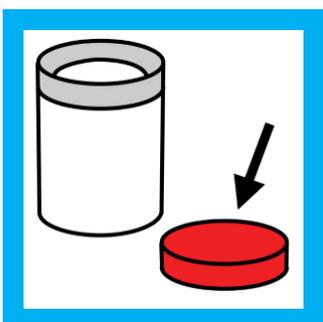
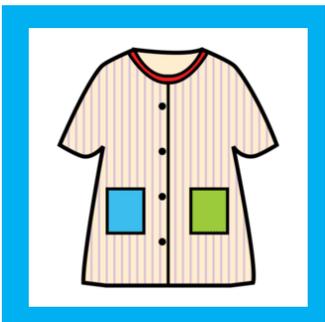
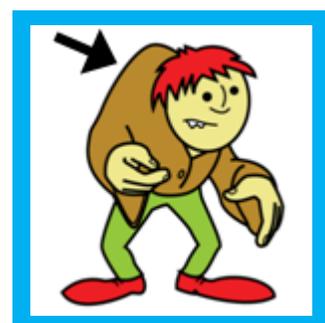
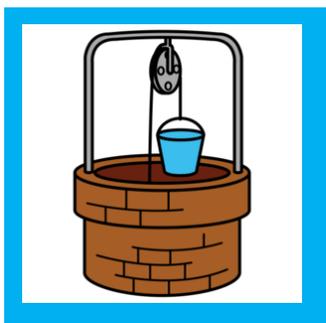
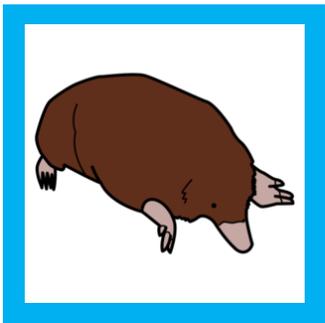




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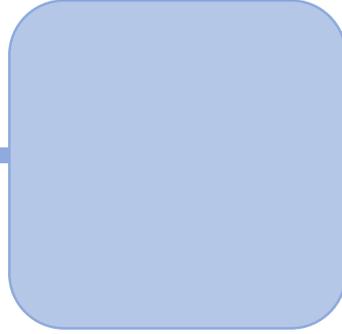
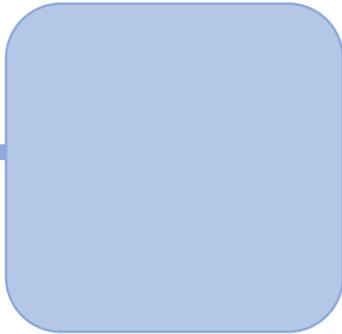
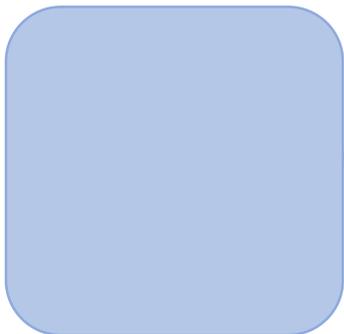
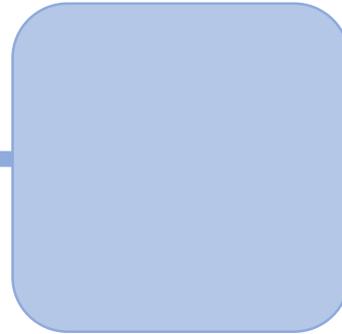
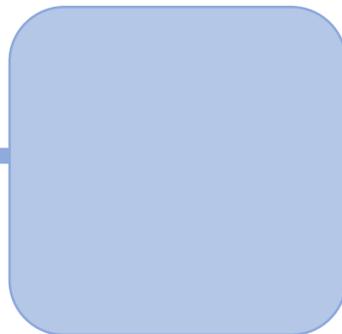
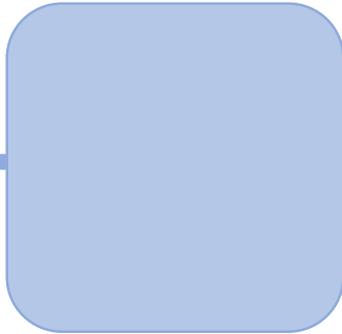
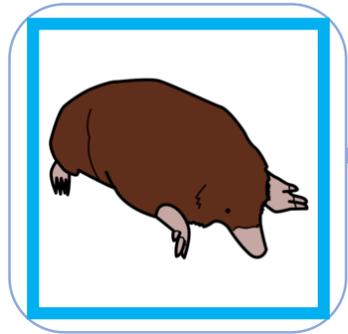
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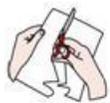
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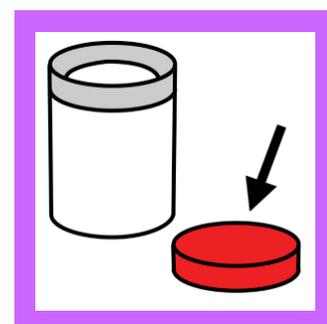
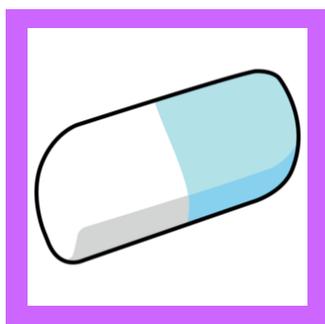
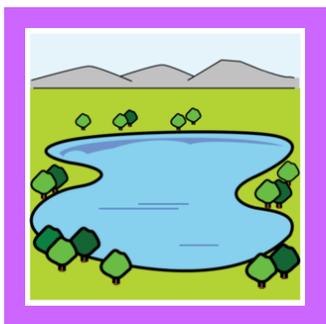




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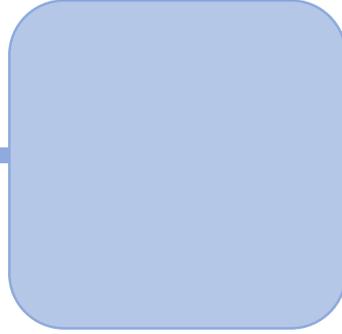
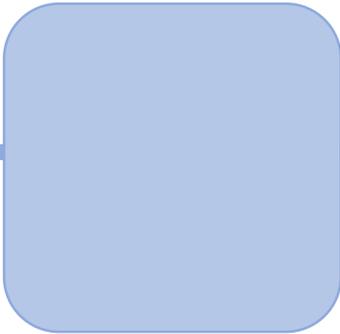
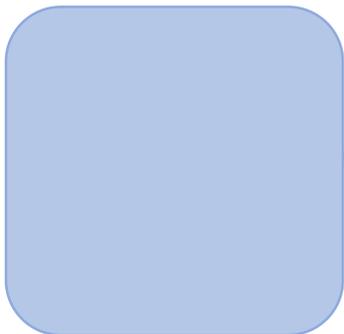
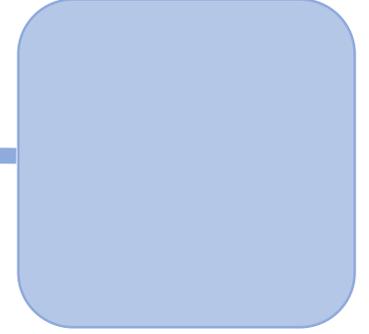
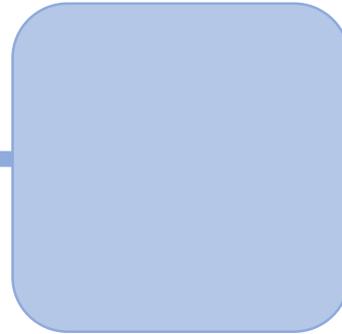
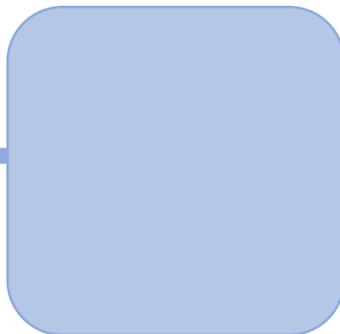
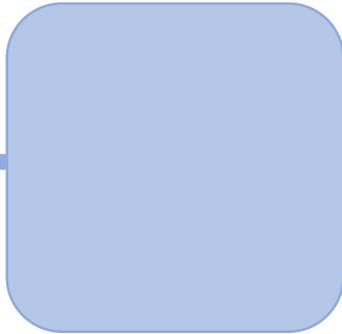
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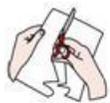
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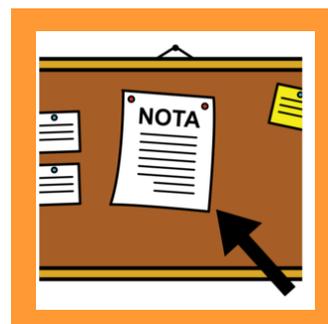
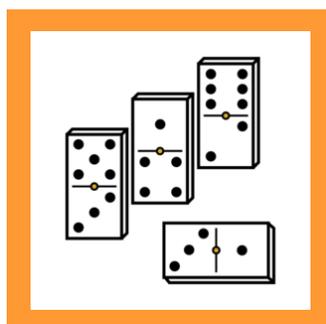
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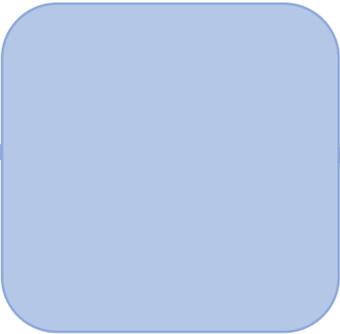
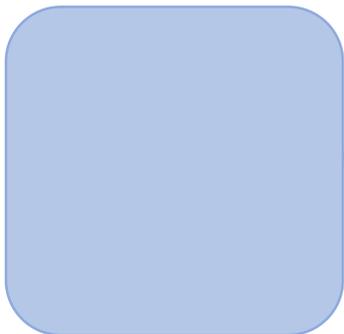
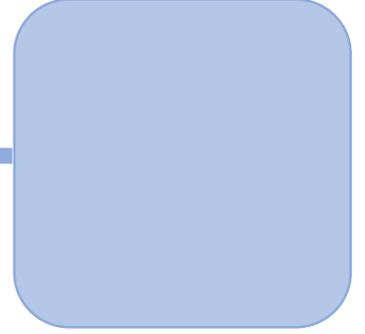
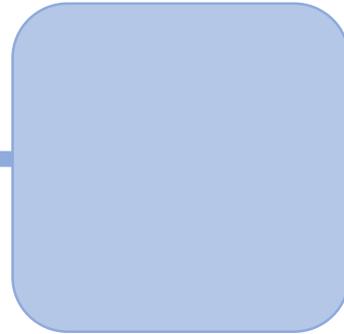
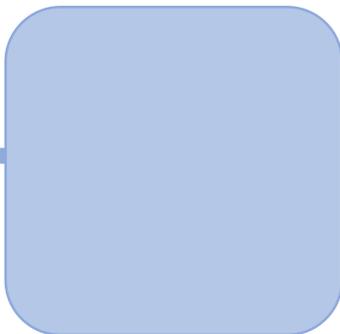
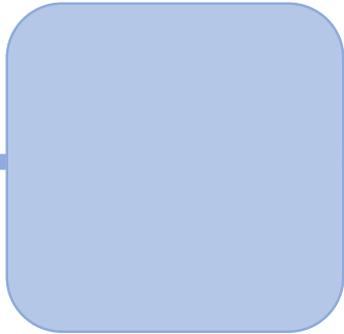


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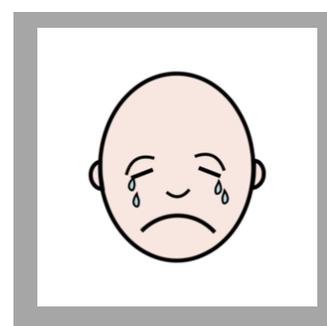
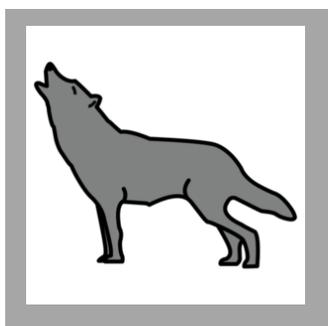
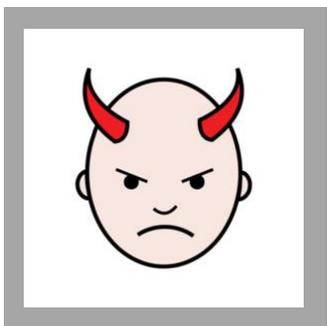
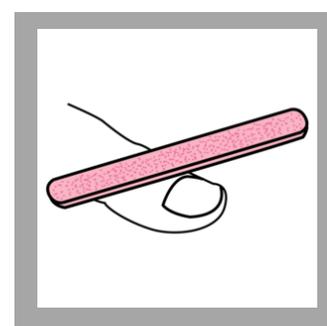
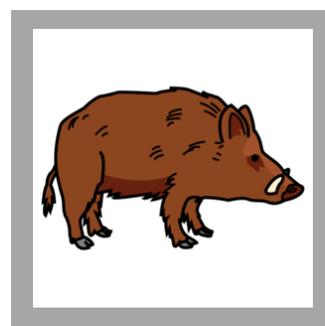
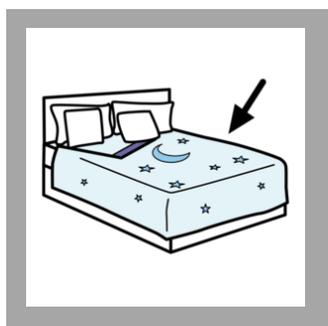
**Belinda Haro Castilla**

**M<sup>a</sup> Victoria Roperó López**



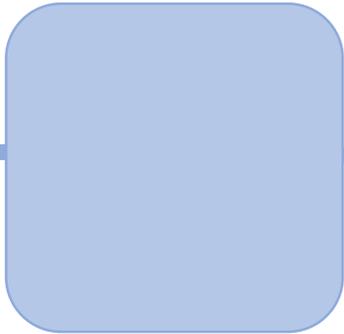
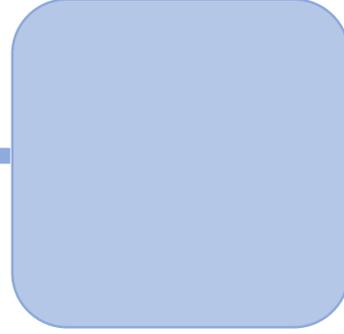
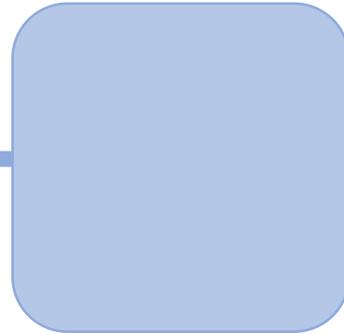
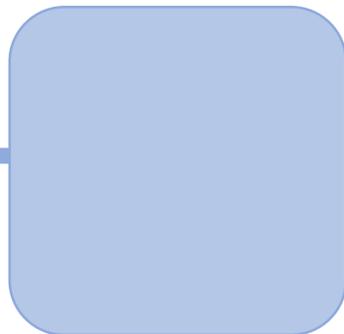
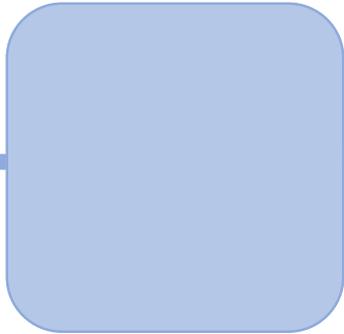


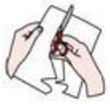
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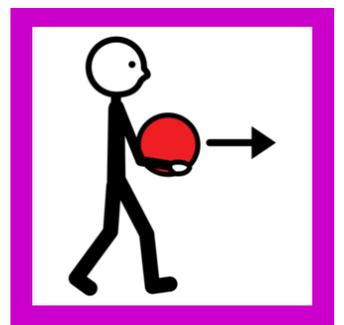
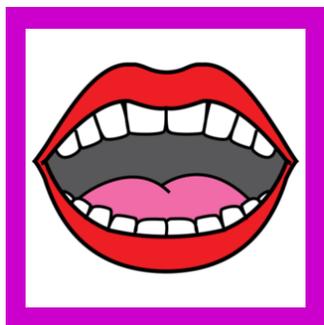
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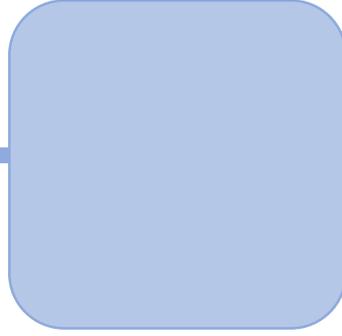
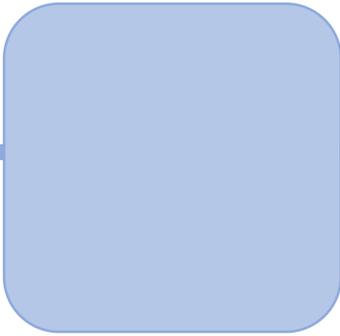
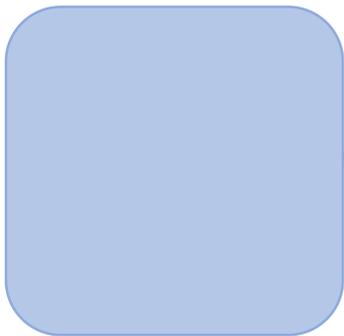
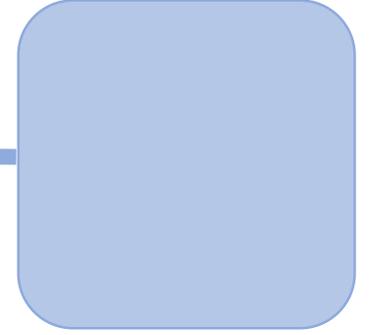
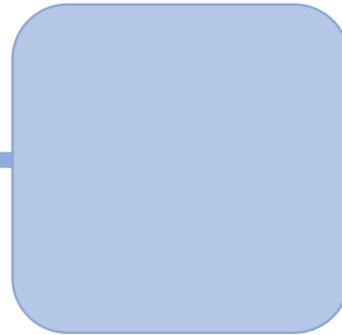
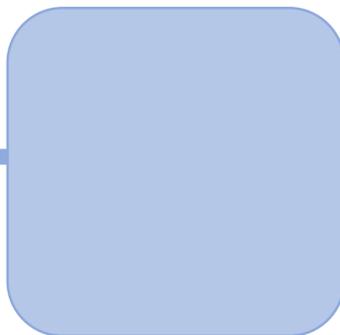
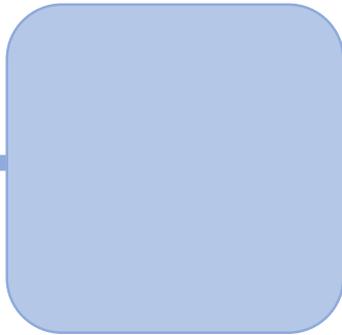


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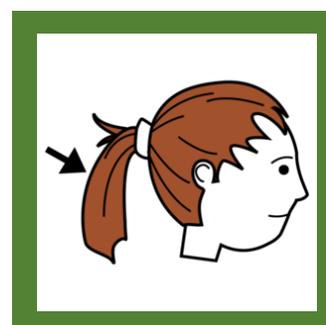
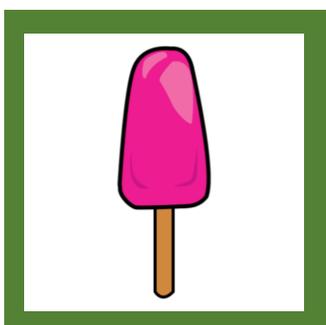
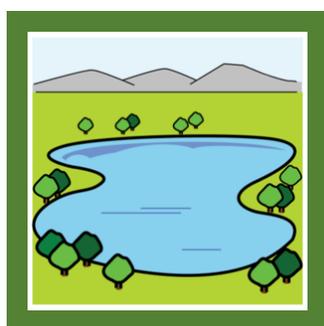
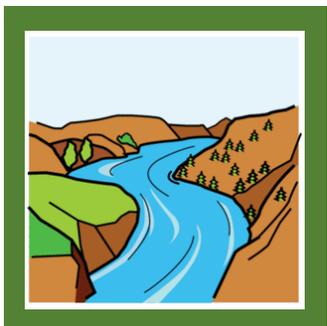


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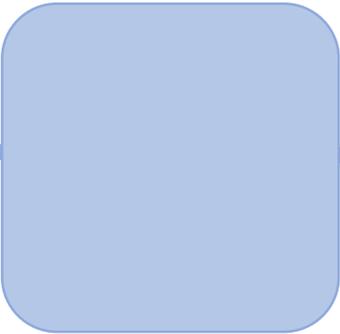
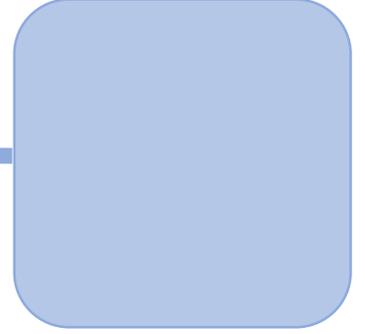
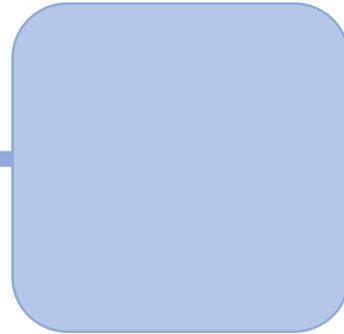
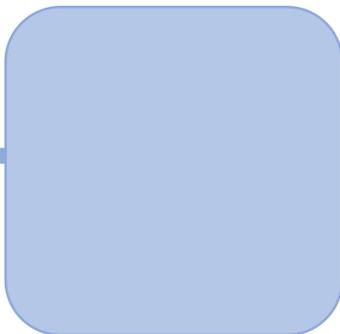
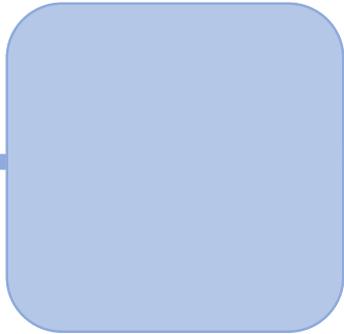


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