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Coquito

Teachers' Guide



Ediciones Coquito

PRESENTATION

If we conceived education as an emancipation process through which human beings and towns are not just objects any more, but masters of their own destiny, thanks to their transformation capacity, it turns out that educating means liberating.

Education and learning are communicative processes through which children get in contact with and relate to their environment. The value of reading, as a linguistic skill, to understand what someone reads, makes special sense in this context.

The reading capacity allows mankind to be part of a literate culture. And to preserve and increase such a culture makes it possible to preserve history and develop new generations in a substantial manner.

The introductory reading book "Coquito" is part of the "Whole Word Method" and emphasizes, from the beginning, the understanding of literal, inferential, and critical levels. Children that start their school years learn this linguistic skill in a gradual and pleasant manner.

This "Guide" to using the book is flexible and will be enriched with the teacher's own creativity, experience, and dedication.

Thank you for choosing "Coquito" and I wish you, my colleagues, great success in using it.

The Author

CHAPTER I

FIRST READINGS

Reading, as a linguistic skill, is a complex process that involves several different phenomena. The physical phenomenon takes place when eyes, by the action of light, focus on graphic texts. The physiological phenomenon - in oral reading - occurs thanks to the vibration of *vocal* cords that emit the phonic chain of the corresponding displayed text. The psychological phenomenon, the most important, refers to the understanding of the message.

The acquisition, enrichment, and improvement of the linguistic development stages, involve the listening, speaking, reading, and writing skills. These are sequential skills, and each one is a prerequisite for the next one.

Reading involves an interaction between the transmitter (author) and the receiver (reader). The author's message is transmitted through written signs organized according to a code that the reader should decode to understand the message transmitted by the author. There is no reading without understanding.

A good reader is, at the same time, a good student. When there are learning difficulties in the oral area, the levels of achievement in other learning areas are held up, because the language is an instrument to develop skills.

NECESSARY CHARACTERISTICS OF LEARNING AN INTRODUCTORY READING BOOK

- a) Introductory reading books should be carefully systematized in close relation to their interests and the children's development stages.
- b) These books should be organized according to the linguistic structure of the language, taking into account the form (subject) and content (meaning).
- c) Technologically, the book should be related to an active and participatory process that emphasizes the performance abilities (procedural) of learning: doing, doing through thinking, and communicating what has been thought, producing first oral and then written texts.
- d) They should be oriented toward the learning paradigm to avoid memorization and to favor the ability of "learning to think".
- e) They should pose challenges for oral expression.

- f) They should combine customized learning and teamwork.
- g) They should be oriented to values.
- h) They should consider the learning pace, determined by each student's learning speed.
- i) They should be based on Howard Garner's theory of "Multiple Intelligence" for the teacher to "bridge the gap" between multiple intelligences in order to learn how to think disciplinarily and understand significantly:

ADVANTAGES OF COQUITO BOOK FOR THE FIRST READING S

Systematization involves order and appropriate organization. The introductory reading book "Coquito" is systematized according to the Spanish syllabic structure.

SYLLABLE STRUCTURE IN COQUITO

CLASS	STRUCTURE	INTEGRATED SETS
a) Direct syllables	(*) C+V	bote bota bata
b) Inverse syllables	V+C	asno asco aspa
c) Mix syllables	C+V = C	poste pasto pista
d) Diphthong syllables	C+V+V	rueda ruido ruedo
e) Closed Syllables	C+C+V	broche brocha brecha
f) Complex syllables	CC +V+ C C+W+C	trompo trompe puente

(*) C = Consonant
V = Vowel

From a technical viewpoint, this book is located in Constructivism, because children relate the known with the unknown. If we analyze the core word "sapo" (toad), we can see that the sounds of the syllabic phonemes pa - pe - pi - po - pu, used in connotative words, were learned in the core word "papá" (dad).

From a methodological viewpoint, "Coquito" is part of the Whole Method. The lessons follow the "Whole Word Method". As a starting point, it takes a connotative word used in a sentence made by the child (text production) orally.

From a linguistic viewpoint, the book is based on a phonetic-phonological basis; on a semantic basis (meanings), and on a textual basis (words used in a sentence).

Each word carries a meaning, as they create in the child images and thoughts that will reinforce his/her process of learning to read.

On the one hand, it is important to reinforce two aspects: the graphic and hearing reception of each word as a whole and the understanding of its meanings. On the other hand, the "idea of meaning" of each word will improve the child's oral abilities so important in developing intelligence, memory, and, particularly, communication.

Words are the focal point of our expression and based on them the child creates sentences or expressions that reflect what he/she thinks, feels, and wants.

Words should be related, for many reasons, to other words, forming true lexical word concentration.

Ferdinand Saussure talks about the associative relationship" and says: "A particular word is like the center of a constellation; it is the point of convergence of an indefinite number of coordinated terms..."

Thus, table, as a core word, recalls the following terms: furniture, wood, legs, box, carpenter, plane, and handsaw. In turn, "hand" relates to the following terms: fingers, nails, scissors; "cleanliness", water, soap, towel, bath, right, left, etcetera. And so forth.

Charles Bally introduces the term "associative field", based on which words relate to each other forming actual conceptual fields.

In short, the WHOLE WORD METHOD is intended to make teaching more natural and simpler, encouraging reading comprehension from the beginning, and avoiding the grammatical and abstract, and artificial characteristics of traditional methods.

From a psychological viewpoint, the book is based on the child's syncretism as the perception of the whole: the child's thinking goes from a whole to specific details, from the whole to the analysis of the parts. The book is based on centers of interest

that motivate the child's learning. These centers of interest are displayed in codes. Each lesson consists of nine reading graphics, five spaces for writing, and about five to six workshop areas.

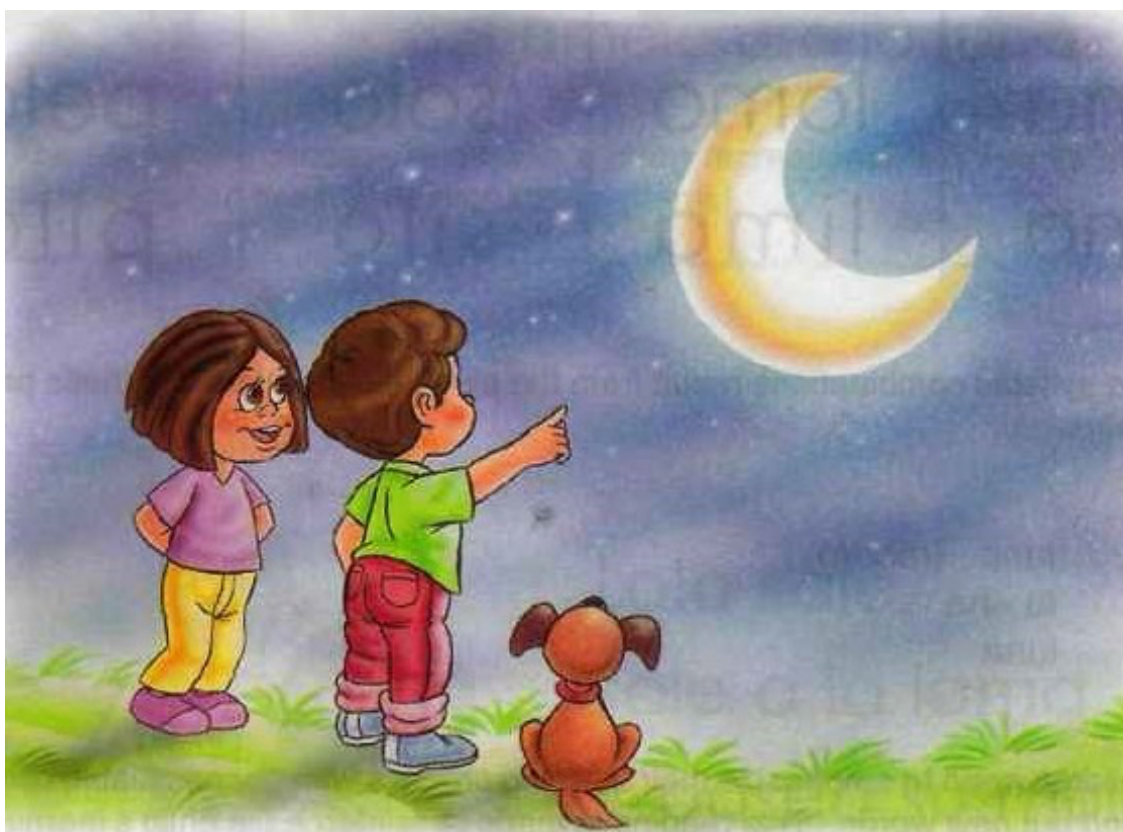
Figures are clearly and orderly presented in the text. Pictures and colors appeal to the child's interest and favor the •experimental learning•.

The words in the book are part of the language universe of the school-age Spanish speaker, enriching both his/her beginning vocabulary as the words are present in the context of the sentences that expand and enrich the language.

Finally, the book is revised and improved every year by the author and his technical team on the basis of suggestions made by teachers that use the system in their daily activities in the classroom.

STRUCTURE OF THE BOOK

The book starts with each lesson presenting a motivating code, with the image of the core word in the foreground and the core word colored in red in the sentence.



La Luna sale de noche.

{The moon rises at night}

Then, the book presents the integrated sets made up of 4 displays and four "image words" associated with the displays and highlighted in a colored box.

The integrated set has an Initial pair of words, which keeping the consonance and changing vowels, create new words. The integrated set is characterized by the rhythm and consonance of the initial pair of words, mostly formed by two-syllable words with accentuation.

Reading: o) images b) Image-words c) integrated sets



Luna	loma	sala	pala
lona	lomo	solo	pelo
lona	limo	silo	pi la

The syllabic combinations result from the synthetic -analytic- synthetic process of the main word:

Example: luna (moon)
 lu-na
 luna

Children need to emphasize their learning process with monosyllabic combinations to find out new words. This reading is made to reinforce the child's learning and is not intended to emphasize the syllabication.

The second part of the lesson reinforces and consolidates the learning process. It starts with three displays and the associated image-words to decode the displays and prepare the child to read three sentences. Each sentence explains the display.

The writing exercises start with block letters to practice and differentiate the tracing and the size of the letters (uppercase, lowercase, whole). It continues with handwriting exercises based on the displayed words and sentences given.

In first grade, we recommend using vertical or upright letters. In second grade the child, if right-handed, will write with a slight inclination to the right. If left-handed, we recommend using upright or vertical letters.

				
lu	la	li	le	lo
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

		
Luna	paloma	mula
_____	_____	_____
Luna	paloma	mula
_____	_____	_____
_____	_____	_____



_____ Mi papá pela la lima. _____

_____ Mi _____

The exercises of the communications workshop refer to verbal reasoning, with matching exercises (image - word), ordering of sentences, finding the rhymes; identification of Images and writing the words; forming words and sentences; identification of initial and final sounds; crosswords, complete words and sentences, word groups, antonymous, synonymous, etc.

EVALUACIÓN : Lee y pinta, del mismo color, el óvalo igual a la muestra.

 caño	 baño	 paño	 caño
 pavo	 nabo	 pavo	 cabo
 loro	 loro	 toro	 moro

● **Apareamiento**: Une con una línea el dibujo con la frase correspondiente.

	 una rosa		 mi bote
	 una cosa		 mi lote
	 la vela		 la ropa
	 la tela		 la copa

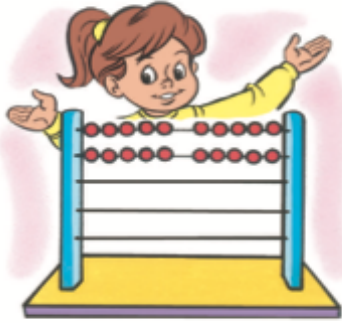
	<input checked="" type="checkbox"/> Benito asea su casa.
	<input checked="" type="checkbox"/> La nena bota la basura.
	<input checked="" type="checkbox"/> Verónica lava la ropa.
	<input checked="" type="checkbox"/> Eva se lava la boca.

● **Lee y une las frases formando una oración correcta.**

① Mi tío Sabino lee	<input type="checkbox"/>	<input type="checkbox"/> su muñeca.
② La cometa sube	<input type="checkbox"/>	<input type="checkbox"/> rico vino.
③ De la uva se saca	<input type="checkbox"/>	<input type="checkbox"/> una novela.
④ Lorena baña a	<input type="checkbox"/>	<input type="checkbox"/> a la nube.

The book includes exercises of oral expression, reading images, word-picture matching, free and helped tracings, audio-visual messages, vignettes with fables, tales, motivating messages of social, science, environmental, religious subjects, and math exercises.

Área Lógico - Matemática : Los números del 11 al 20.



● Reconoce y escribe los números del 11 al 20.



The book ends with short and funny prose narrations and children's poems used to suggest some activities.

El medio ambiente

Desde la ventana de su casa, Coquito y Rosita contemplan la calle.

Un montículo de basura les llama la atención.

Es un hervidero de moscas. ¡Qué asco!

Los carros transitan a diario echando humo. ¡Qué horrible!

—Esto es insoportable —dice Coquito—. Nos están envenenando.

Hay que hacer algo —comenta su hermanita—. Este ambiente debe mejorar.

Short consolidation reading



Decoding and reflection exercises, using development areas

COMPRESIÓN LECTORA :
—¿Cómo estaba el medio ambiente? —¿Qué comentó Rosita al ver esto? —¿Cómo debemos actuar para mejorarlo?

Exercises which stimulate the verbal reasoning



Una cosa que tiene ojos de gato, orejas de gato, patas de gato, rabo de gato y no es gato. ¿Qué es?

Adivina, adivinador ...

Vestidos todo de negro, venían dos caballeros ; y uno al otro se decían : yo primero, yo primero.



Trato hecho

- Oye, pichoncito amigo, yo quiero jugar contigo.
- Niño, si quieres jugar, ven, sube a mi palomar.
- Me faltan alas, no puedo... Baja tú, no tengas miedo.
- Sin miedo voy a bajar y jugaré satisfecho; pero trigo me has de dar.
- Pichoncito, trato hecho.

Instructions to use the book

The book "Coquito" has its own reading-writing methodology. It is part of the whole word method and is divided in four stages:

A. **Stage of Basic Skills:**

The stage of basic skills allows the development of oral language, including the levels of expression and communication of the oral message through ongoing and gradual vocabulary development, elocution exercises, conversation, oral and visual differentiation of sounds and phonetics, shapes, colors, sizes, that should be combined with handling, modeling, cutting, drawing and other exercises that improve the coordination of the child's visual-motor functions.

B. **Initial Stage:**

It includes the first readings with audiovisual differentiation of Spanish vowel sounds and their graphical image.

C. **Progress Stage:**

It includes the consonants and their syllable sequential combinations with direct syllables CV, inverse syllables VC, mix syllables CVC, diphthong syllables CVV, closed syllables CCV, and complex syllables CCVC - CVVC to allow rapid and efficient progress.

D. **Consolidation Stage:**

The last pages of the book "Coquito" include readings, poems, riddles and tongue twisters, their objective is to strengthen the reading skills, improve the child's oral expression, and encourage the habit of reading.

Developing each lesson:

In each lesson, the learning process is developed using the following strategies:

1) **Pre-instructional strategies:**

- a) Motivating strategies that present the motivating word (displayed image. e.g. Moon);
- b) Decode the main picture through enumeration, description, and interpretation exercises in order to reinforce the child's oral expression.
- c) Form phrases and sentences (core words) only in oral language;
- d) Recognize the sentence and the highlighted Core Word.
Example: The moon rises at night.

2) Instructional strategies:

a) Works In Integrated Sets

Observe and describe the four displays (image reading);

Read image-words. Example: Moon, hill, living room, spade, picture-word matching, and vice versa.

Discuss the meaning of other words associating them in the so-called Associative Field or Lexical Constellation.

Read, by columns, the Integrated Sets from beginning to end.

Strengthen the reading skills; this time reading from beginning to end and vice versa.

Reinforce the reading of the twelve words horizontally.

b) Analysts of the core word

Divide the core word (Luna | Moon) into vowels:

Lu -na (analysis);

Read the-five syllabic phonemes: lu, la, li, le, which because of the phonetic transfer will be easily read.

Put together the core word: Luna (Moon) (synthesis):

- Discover words with one of the sounds learned, regardless of their position in the beginning, in the middle, or at the end of the word.
- Form phrases or sentences with these words.

3) Post-instructional strategies:

These are reinforcing strategies to strengthen the learning process.

a) Reading comprehension of sentences

It goes from a word to a paragraph by:

Reading of the three displayed words that contain syllabic phonemes, combined with other previously learned words.

Reading comprehension of the three sentences formed with the displayed words.

b) Reading comprehension of paragraphs

Reading comprehension of paragraphs to strengthen the learning process.

Locate the main idea of the paragraph.

Give the paragraph a name.

Other strategies: Writing

Develop writing procedural skills on the basis of the order of pre-instructional, instructional, and post-instructional strategies. Reading and writing are consecutive stages and each lesson follows this sequence in practice.

***Method for teaching
COQUITO, the most
successful language
training system ever
created!***

Winner of the Coveted
WALT DISNEY STUDIOS
AWARD