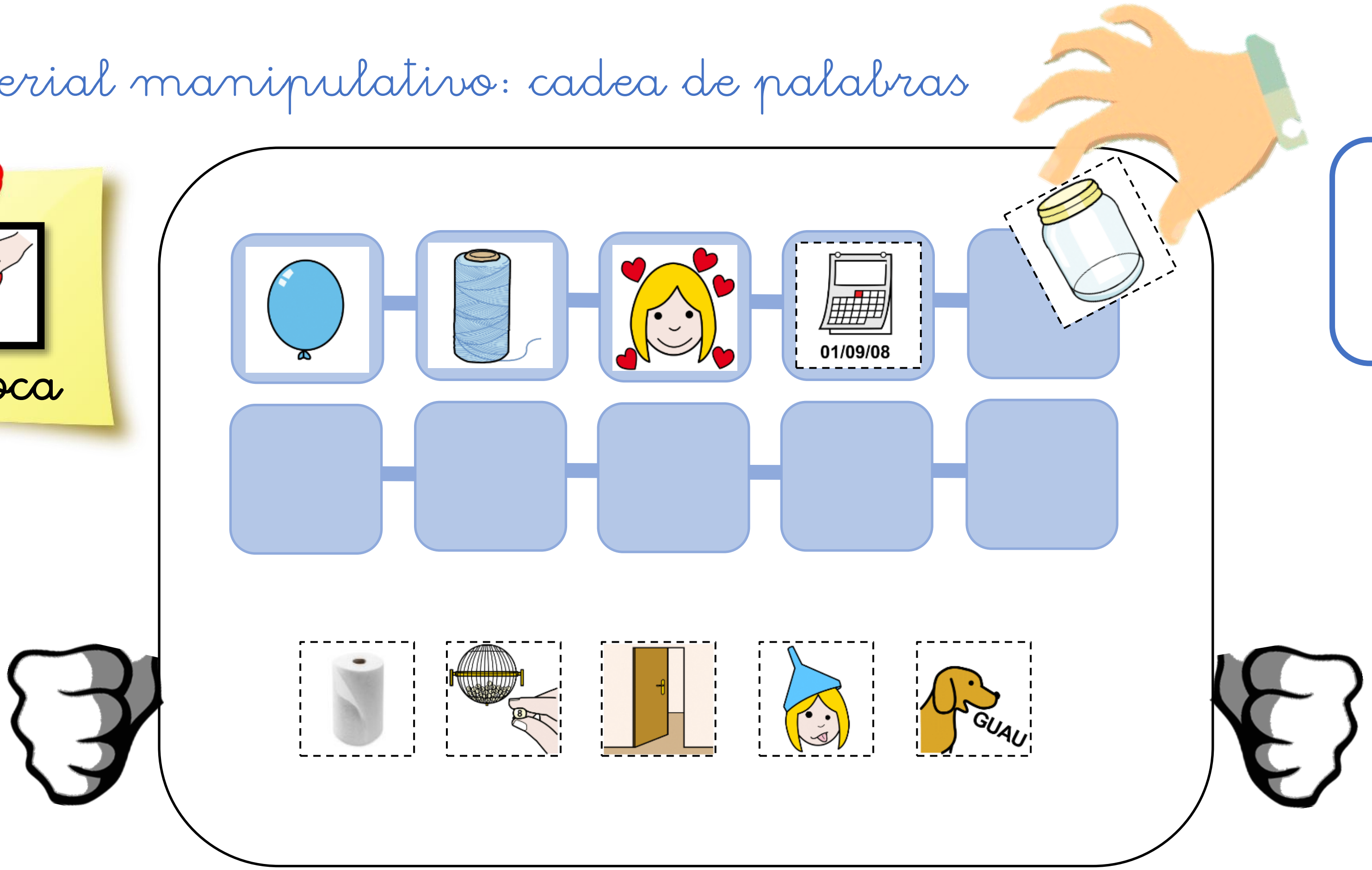
CADEA DE PALABRAS

Material manipulativo: cadea de palabras



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Belinda Haro Castilla

Marta González Estévez

Imaxes e pictogramas

Autores/as posicións fonemas: Comunicar_Nos

Non se permite empregar de xeito comercial a obra orixinal nin das posibles obras derivadas, a distribución débese facer cunha licenza igual á que regulariza a obra orixinal. Rexistradas baixo licenza.

ARASAAC

Autor pictogramas: Sergio Palao

- **Procedencia:** ARASAAC (**http://arasaac.org**)
- **Licenza:** CC (BY-NC-SA)
- **Propiedade:** Goberno de Aragón

https://www.soyvisual.org/

Outras Imaxes e pictogramas:

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www.freepik.es

www.pixabay.com

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Realiza e produce

Coordina:

Belinda Haro Castilla

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Integrantes do equipo de traballo:

- **Andrea Roca García**
- **Lorena López Traba**
- **Marta González Estévez**
- **Pilar Rivas Mallo**
- **Sandra Bellas Viaño**

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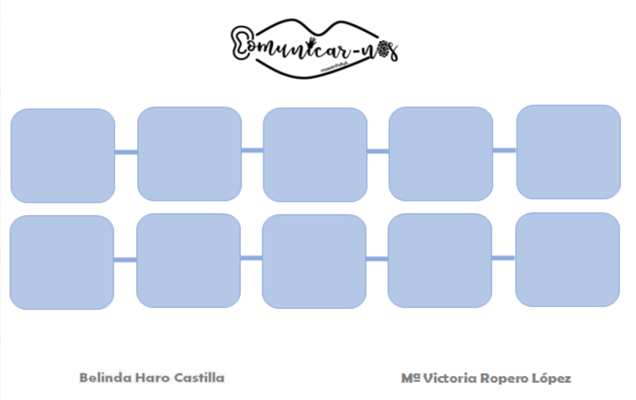
Grazas por compartir

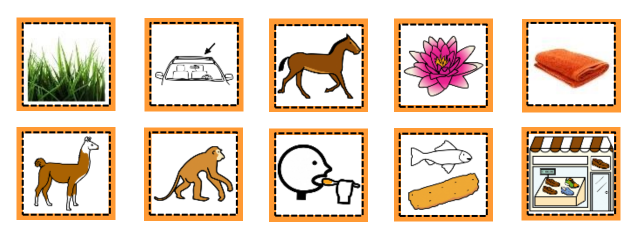
Instrucións



OBXECTIVO XERAL:
Mellorar ou desenvolver a conciencia silábica.
A través da conciencia silábica búscase que o nen@ sexa capaz de entender que as palabras están formadas por sílabas e adquirir desta forma habilidades que lles permitan segmentar palabras en sílabas, así como a creación de novas palabras co cambio e/ou mestura de sílabas.

OBXECTIVO ESPECÍFICO:
Identificar fonoloxicamente que palabra comeza coa última sílaba da palabra anterior.

DESENVOLVEMENTO DA ACTIVIDADE:
Preséntase un modelo para colocar as palabras, representadas por pictogramas, que se atopan nas páxinas seguintes. Cada volume de traballo (cadea de palabras 1 e 2) contén 10 cadeas de palabras, cada unha identificada cunha cor.
O traballo consiste en recortar cada unha das palabras das cadeas e mostrarllas ao alumno para que complete o modelo coas palabras correspondentes. A primeira palabra de cada unha das cadeas poráselle como guía, para comezar o traballo, de forma que a sílaba final desta palabra será a primeira sílaba dalgunha das palabras das que se presentan; o alumno deberá elixir unha delas e ir facendo a cadea de palabras, cuxas iniciais teñen sons similares co fin de que o nen@ sexa capaz de identificar que sons son iguais (por ex: a partir da palabra tei**to** deberán elixir entre **xo**go, **go**ma, **zo**cas ou **to**xo). Deste modo, tamén estamos desenvolvendo a memoria de traballo.



VARIANTES:
1. Formar unha frase coa palabra correcta.
2. Propoñer outras palabras que comecen coa mesma sílaba.
3. Pragmática: que é, para que serve.
4. Exercicios de memoria visual: colocar os pictogramas na mesma orde no que se presentaban.

PALABRAS USADAS POR PÁXINA:

1. Globo-bobina-namorada-data-tarro-rolo-lotería-aberto-tola-ladrar
2. Lonxe-xeo-oliva-bata-tapón-ponte-tear-arpa-pano-nocello
3. Bambán-bandexa-xarope-pétalo-lodo-doce-cebola-lata-táboa-afogar
4. Boneco-cóxegas-gastar-tarde-demo-moa-acelga-galo-lobo-boca
5. Lamber-berce-cea-anaco-copa-pataca-cama-masaxe-xeado-doer
6. Teito-toxo-xogo-goma-maraca-cana-nave-vela-lazo-zocas
7. Herba-baca-cabalo-loto-toalla-llama-macaco-comer-merluza-zapatería
8. Toupa-pasatempo-pobo-boca-cabra-brazo-zoar-árbitro-trona-nadar
9. Xirafa-fame-mesa-saba-vaca-cachalote-tea-abelá-lavabo-botón
10. Tenda-dado-doce-cebo-bota-tapón-poncho-chocolate-tele-leña

2 FORMATOS DE TRABALLO:
Contemplamos o uso deste material tanto de forma **individual** como en **grupo**. Este é o motivo polo que se presentamos un modelo baleiro (para o traballo individual cun adulto que dea as primeiras instrucións) e outros modelos, un por cada serie (para o traballo en gran ou pequeno grupo) onde o alumnado teña que traballar de forma máis autónoma e por tanto proporciónaselles a primeira palabra coa que comeza a serie.

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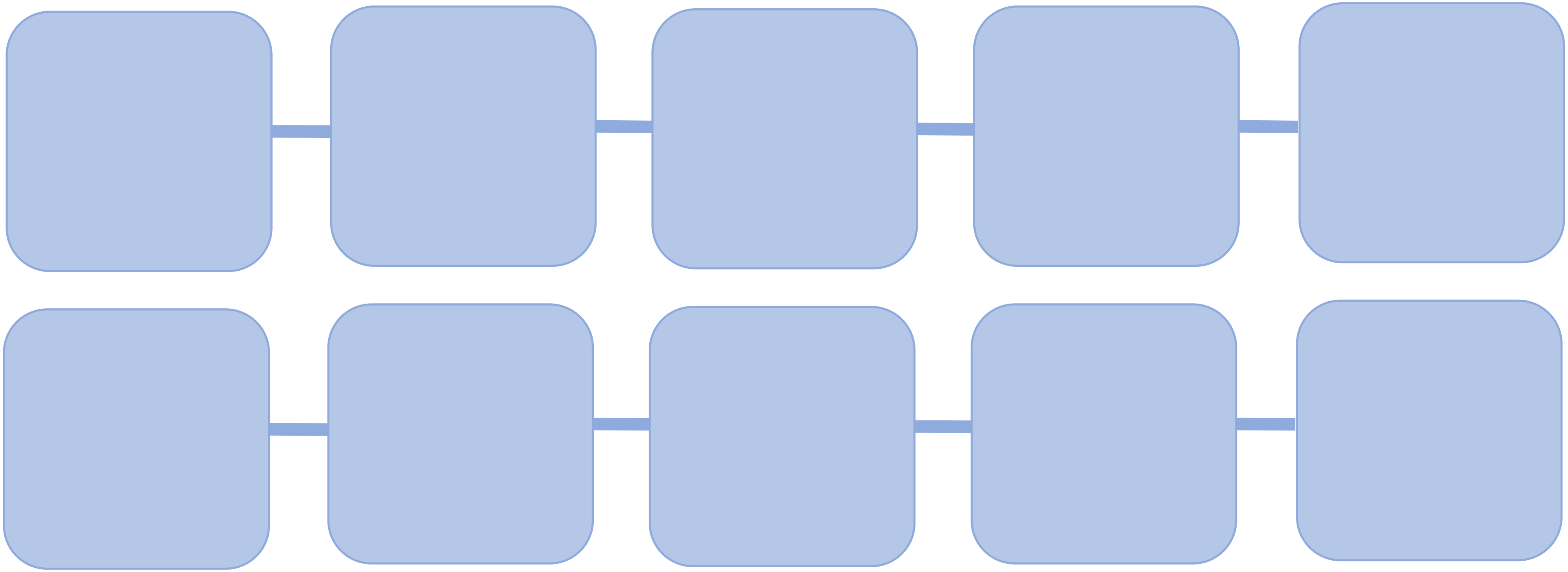

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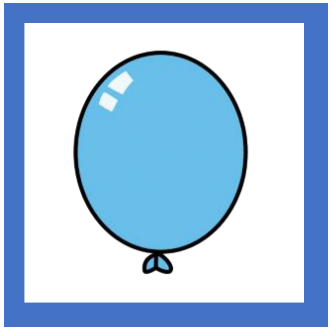

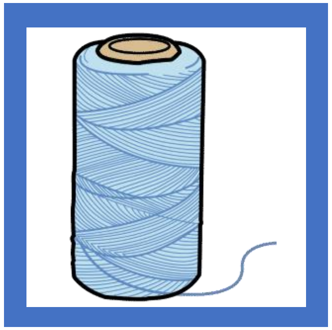

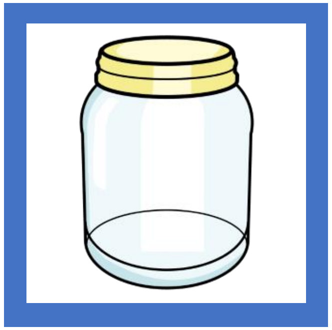

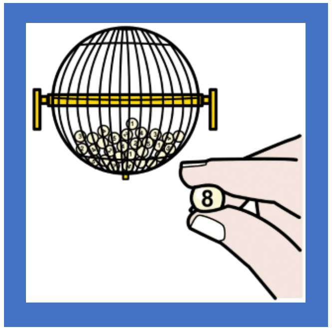

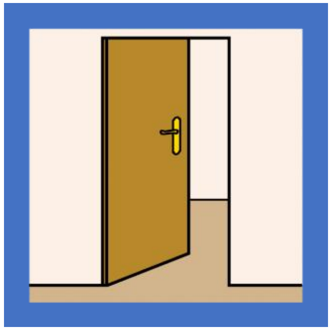

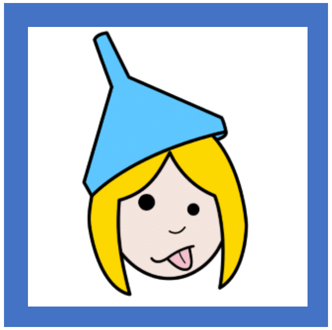

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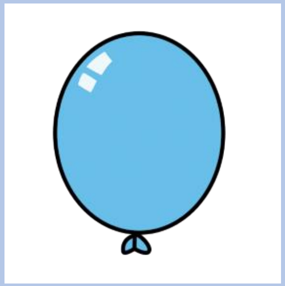

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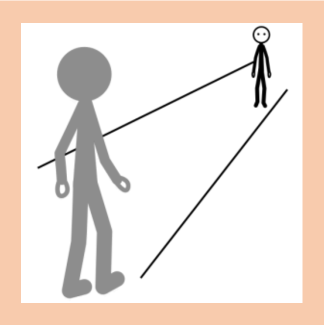
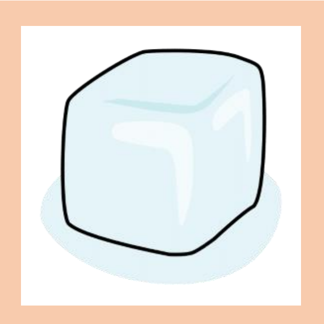

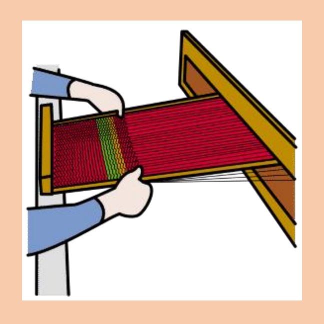

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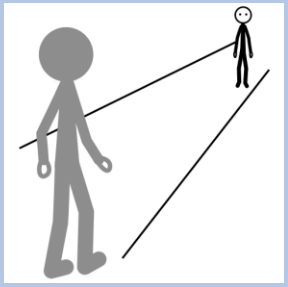

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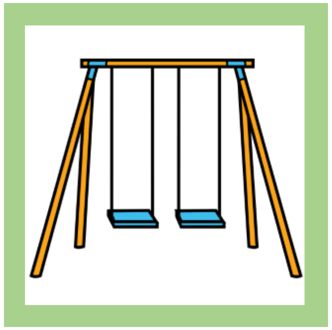
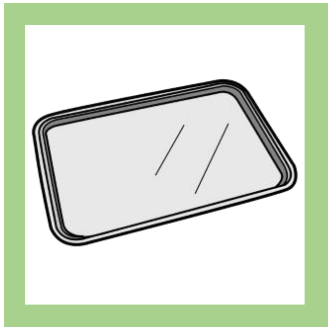

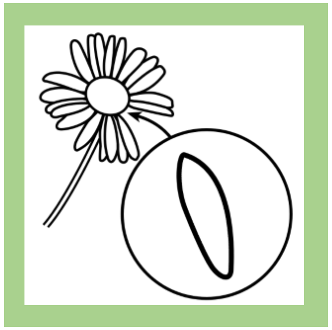
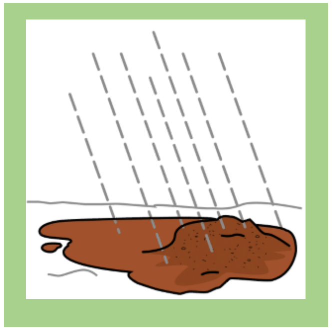

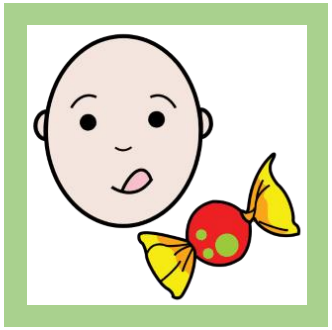
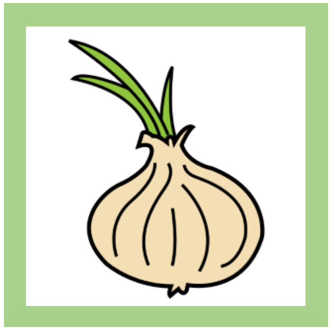

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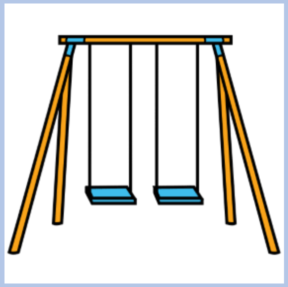

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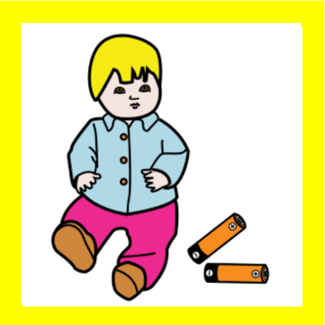

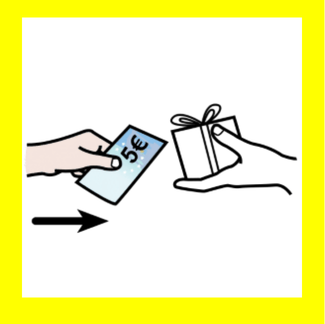

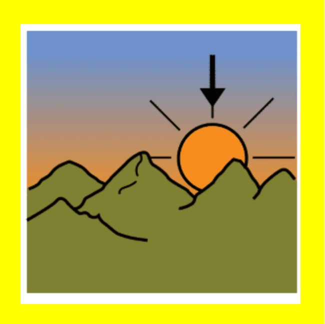

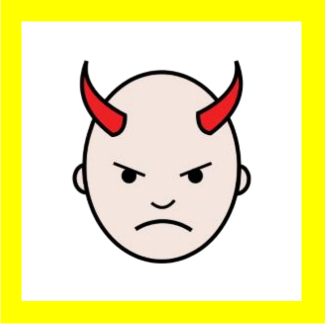

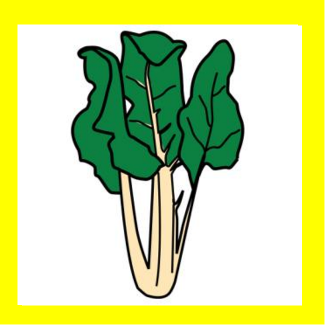

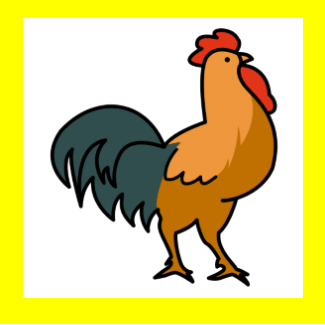

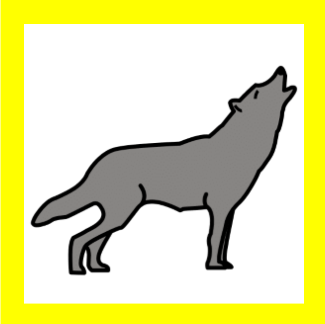

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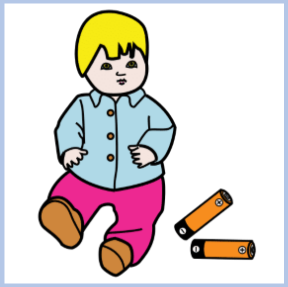

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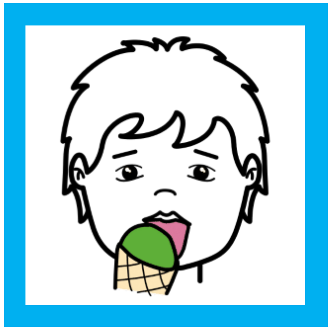

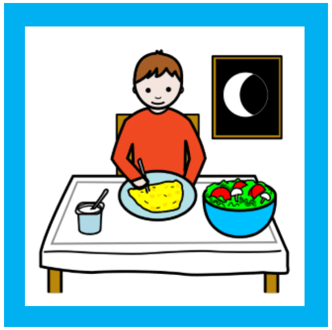
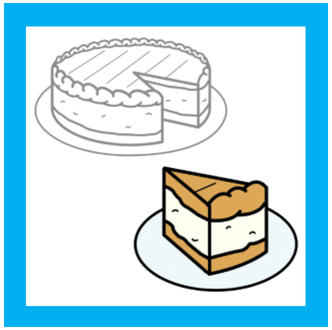

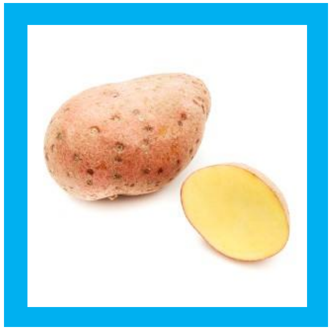

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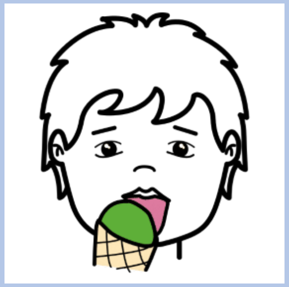

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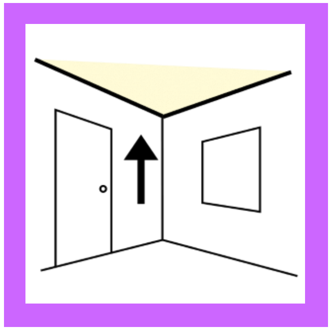 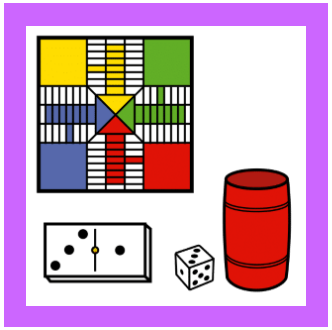

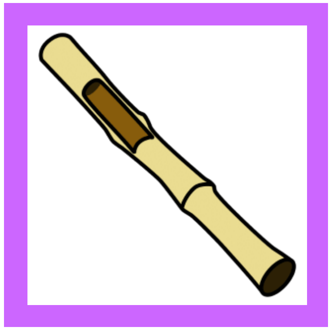 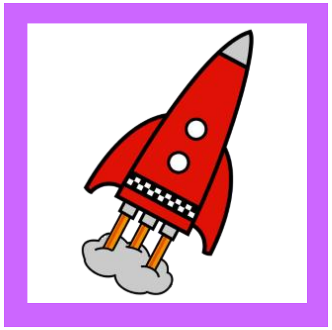 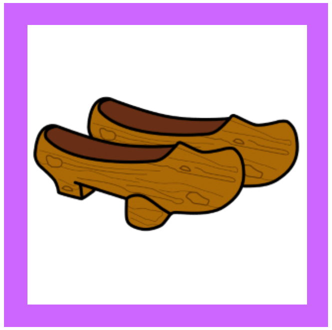

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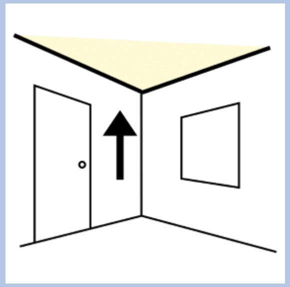

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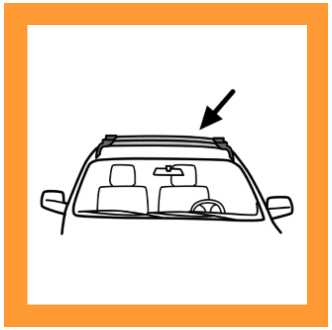

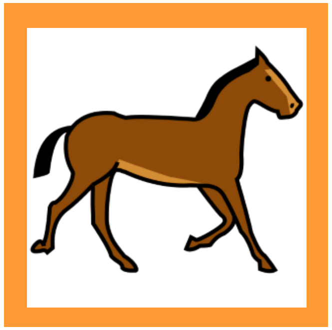

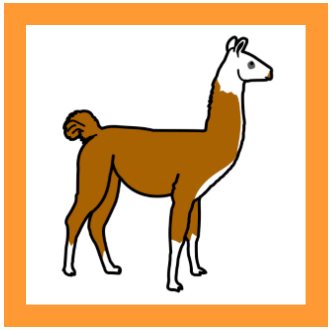

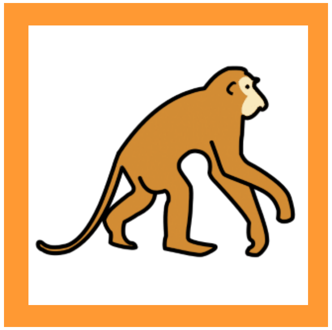

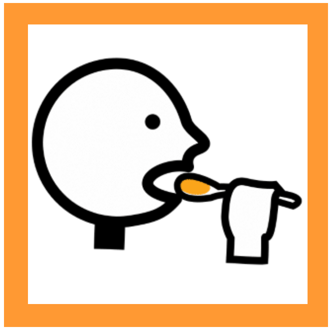

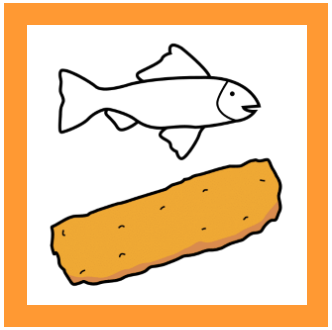

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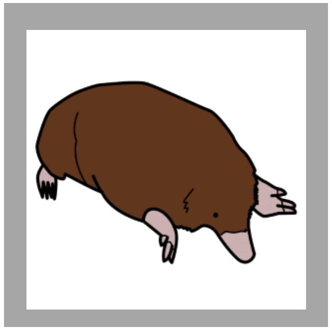

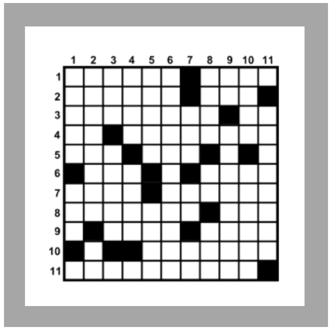

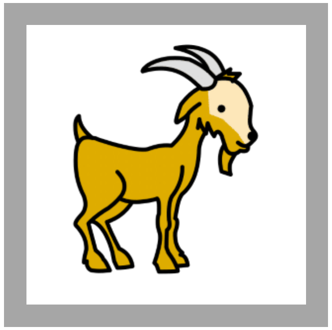

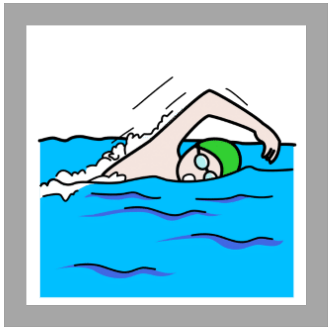

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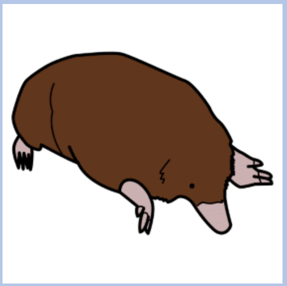

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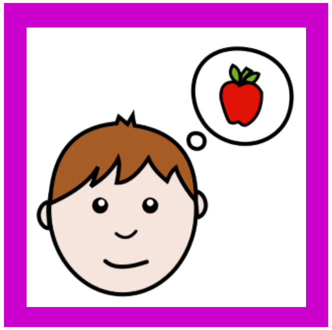 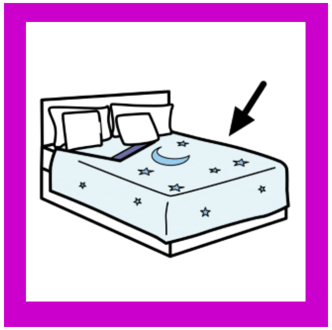 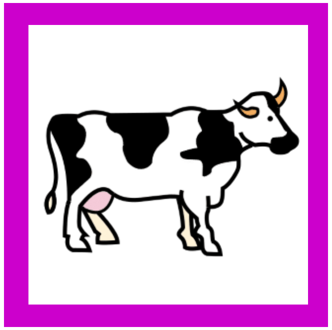

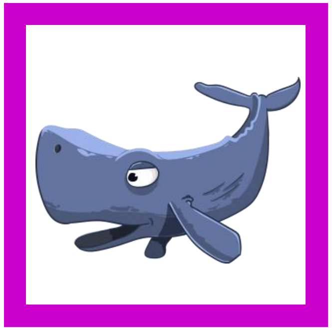 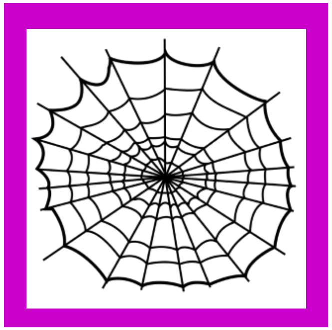

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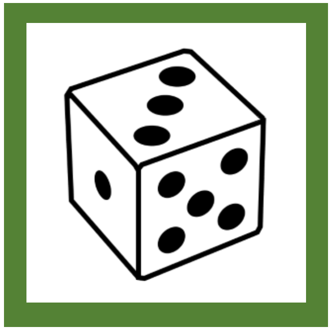

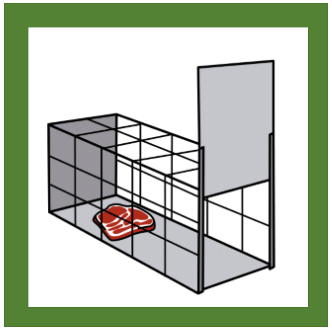

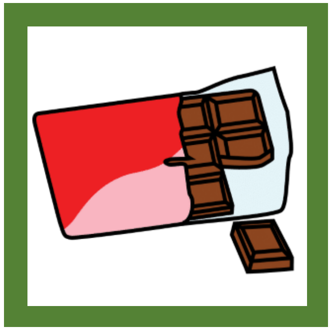

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