Have students practice word building in the Student Pocket Chart at a center, this time replacing the ending sound to make new words.

Practice changing the final syllable to make real and non-real words.

Have students practice substituting blends in the Student Pocket Chart at a center.

Sort Words
Sorting words by their beginning or ending sounds, or other sound patterns, helps to make the patterns automatic.

Have students sort words by spelling patterns they’ve studied:
• beginning sounds
• syllable sounds
• vowel sounds
• initial blends
• inflected endings

Build Bigger Words
Practice adding inflected endings, and later other suffixes and prefixes, to familiar base words.
1. Build a CVCV word, such as habla, in the Student Pocket Chart.
2. Model adding an ending, such as amas. Ask students to read the new word and have a volunteer use it in a sentence.
3. Replace the amas with and, and ask students to read the new word and use it in a sentence.
4. Replace the and with or, and again ask students to read the new word and use it in a sentence.
5. Replace the or with and, again ask students to read the new word and use it in a sentence.
6. As you build new words, write them on the board.
7. Review the list at the end of the lesson.
8. Brainstorm additional words with inflected endings to add to the list.

Have the students practice adding inflected endings to base words in Student Pocket Charts at a center.

Explore Other Spelling Patterns
Depending on the needs of your students, you can explore a number of spelling patterns through focused word work using the Spanish Make-a-Word Student Pocket Chart™ Kit.

State Standards
The Spanish Make-a-Word Student Pocket Chart™ Kit provides many opportunities to meet kindergarten and first grade state language arts standards with your students, which include the basic skills of reading:
• Identify sounds of the alphabets
• Distinguish initial, medial, and final sounds in words
• Blend two to four phonemes into a word
• Create and read a series of rhyming words
• Add, delete, or change sounds in order to change words

Word building is an essential step in early word work that lays a strong foundation for literacy. By manipulating Letter Cards in their own Student Pocket Charts to build and rebuild words, students begin to internalize phonetic elements and apply them in their reading. The Student Pocket Charts provide room for longer words, allowing for more advanced word study.

Group and One-on-One Word Work
First assess students’ letter-substitution skills through simple sound-identification activities. Group students who have similar abilities, and lead word work with three to six students at a time.

When working with a small group, first model the activity in a Student Pocket Chart; then students contribute to the discussion and follow along using their own Student Pocket Charts.

You can also use the Spanish Make-a-Word Student Pocket Chart™ Kit for one-on-one teaching, making it a wonderful tool for all students.

Independent Work and Literacy Centers
Help students make a transition from the group environment to independent study at desks or at literacy centers. A teacher or aide should observe and offer support during the transition.

The kit is also ideal for setting up word-building centers. Using a Student Pocket Chart and a selection of Letter Cards at every center, have students independently practice replacing a sound pattern, such as beginning or ending sounds, vowel sounds, or syllables. Students can work alone or in pairs as they progress through the centers.

Depending on your assessment, begin with alphabet-letter work and build up to word work. There are a multitude of possibilities for the Spanish Make-a-Word Student Pocket Chart™ Kit. Examples of interactive demonstrations and center activities are provided. They are listed in order from least to greatest challenge.

Upper/Lowercase Match
1. Display one uppercase letter alongside its lowercase counterpart.
2. Discuss the physical features of letters, (see “Physical Features of Letters,” below)
3. Provide three or four letters in both uppercase and lowercase.
4. Demonstrate matching the uppercase letter to its lowercase, as with as, and ask students to read the new word and use it in a sentence.

Physical Features of Letters
Identifying, discussing, and sorting letter features help students identify letters:
• Line shapes such as arcs, curves, circles, sticks
• Repeating features (eg., h has one hump, m has two)
• Height, tall, short, or hange below the line

Letter Work
Letter identification
Students are ready to read when they can make an automatic connection between letters and their sounds. Ideally, children will start practicing this skill before kindergarten through quality literature, music, and videos/T.V.

Hold up one Card at a time and ask the student to name the letter and its sound. There are many variations:
• The student names the letter and a word that begins with the sound.
• The student has a selection of Letter Cards and holds up the Card with the same letter that the teacher holds up.
• The teacher names a letter and the student points it out among Letter Cards in the Student Pocket Chart.
• The teacher names a letter and the student identifies the letter in a word spelled out in the Student Pocket Chart.

Letter Formation
1. Model writing a letter on the board.
2. Trace over the letter with a finger as you say its name.
3. Have students write the letter in the air.
4. Provide lapboards and pens for students to practice writing letters on the lapboard.

Upper/Lowercase Match
1. Display one uppercase letter alongside its lowercase counterpart.
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3. Provide three or four letters in both uppercase and lowercase.
4. Demonstrate matching the uppercase letter to its lowercase, naming each letter as you move it next to the match.

Physical Features of Letters
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• Height, tall, short, or hange below the line

All activity guides can be found online.
Sort Letters
Sort letters into two, then four, categories. Select three or four letters and have the student look at each one in the Student Pocket Chart. Talk about letter features. (See “Physical Features of Letters,” page 1.) Provide two or three Letter Cards for each of the letters. Mix up the Cards and have students sort the different letters.

Use color coding to add more visual association to the sort. Have students sort the letters onto different colored paper.

• Increase the challenge: Sort letters by letter features.
• Sort words that have a particular letter, even if students are unable to read the word.
• Using a timer, practice increasing the sorting speed.

Alphabetizing
There are many ways to practice the alphabet:
• Sing the alphabet song.
• Assign the alphabet as a group.
• Challenge students to find words in children’s dictionaries.
• Have students each hold one letter and find their alphabetic place in a line of students.

Begin by having students use their Letter Cards in their Student Pocket Chart to show the correct alphabetical order of the letters a, e, i, o, and u. Then have them help you alphabetize various sequences of vowels and consonants, and then only consonants. Have students practice alphabetizing letters at a center.

Initiating Letter Sounds
Read books that highlight certain letter sounds. Sing songs and chant poems that repeat one beginning sound. Encourage the group to create their own song and poem in a Desktop Pocket Chart (see related products).

Read a fun tongue twister that highlights a particular letter sound.

Sort Letters
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Read a fun tongue twister that highlights a particular letter sound.

Word Work
Word work is an essential part of literacy. Word work mainly consists of word building, word sorting, and their variations. Working with words and their sound components, or phonemes, readies students to attack new words they encounter in their reading.

Identify Word Parts
The Student Pocket Chart is a great way to isolate and analyze the components of a word visually. Show students a variety of CVCV words.

1. Build a simple CVCV word, such as mapa.
2. Discuss the sound components of the word with the group.
3. Ask students to identify the beginning sound, m.
4. Ask students to name other words that start with m.
5. Point out the ending chunk, -apa.
6. Ask students to name other words that end with the same ending chunk (e.g., tapa, sapo, papá, guapa, atrapa)

Building new words can also be done by changing the beginning sound. For example:

Change a Syllable
By looking at words as a series of syllables that can be manipulated, students get further practice in breaking words into manageable parts in order to make their reading more automatic.

Model replacing the first syllable of a word while keeping the last syllable in place. For example, demonstrate how sapo is made up of two syllables, sa and po. Replace the first syllable, sa, with pa to make papa.
Helping Teachers Make A Difference®

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6. Ask students to name other words that end with the same ending chunk (e,g., tapa, sapo, papa, guapa, atrapa).

Have students practice building rhyming words in the Student Pocket Charts at a center and record their words in a notebook.

Word Building

Change the Beginning Sound

Change the beginning consonant substitution is one of the earliest independent-reading skills. Practice substituting sounds to make new words in the Student Pocket Chart.

1. Allow students’ letter-substitution abilities before you begin word building as a group.
2. Write two words that share the same ending chunk. Read both words with the group and ask students to say what the words have in common.

Have students practice building rhyming words in the Student Pocket Charts at a center and record their words in a notebook.

Change a Syllable

By looking at words as a series of syllables that can be manipulated, students get further practice in breaking words into manageable parts in order to make their reading more automatic.

Model replacing the first syllable of a word while keeping the last syllable in place. For example, demonstrate how sopap is made up of two syllables, so and pa. Replace the first syllable, so, with pa, to make papa.

• Increase the challenge: Sort letters by letter features.
• Sort words that have a particular letter, even if students are unable to read the word.
• Using a timer, practice increasing the sorting speed.

Alphabetizing

There are many ways to practice the alphabet:

- Sing the alphabet song.
- Challenge students to find words in children’s dictionaries.
- Have students each hold one letter and find their alphabetic place in a line of students.

Begin by having students use their Letter Cards in their Student Pocket Charts to show the correct alphabetical order of the letters a, e, i, o, and u. Then have them help you alphabetize various sequences of vowels and consonants, and then only consonants. Have students practice alphabetizing letters at a center.

A. Change a Syllable

3. Build a CVCV word, such as gato, in the Student Pocket Chart.
4. Model replacing the beginning consonant by sliding a different consonant, such as p in front to make a new CVCV word, pato.
5. Ask the students what word /pi/ and /tato/ make. Have students read the new word together.
6. Insert a new Letter Card, such as r, in place of p, and ask the students to tell you what new word /ri/ and /tato/ make.
7. As you build new words, record them in column sorted by rhyming endings.
8. At the end of the lesson, review the lists students have made. Help them notice what the words have in common. Their spellings are similar, and they rhyme.
9. Brainstorm additional rhyming words to add to the lists.

• Sort letters into two, then four, categories. Select three or four letters and have the student look at each one in the Student Pocket Chart. Talk about letter features. (See “Physical Features of Letters,” page 1.) Provide two or three Letter Cards for each of the letters. Mix up the Cards and have students sort the different letters.

Use color coding to add more visual association to the sort. Have students sort the letters onto different colored paper:

- a, araña
- e, elefante
- i, iguá
- o, oruga
- u, uvas

B. Build a Word

Begin Phonics

As you begin teaching phonics, start with vowels first, associating each one with an animal or object to increase students’ retention.

C. Identify Word Parts

2. Discuss the sound components of the word with the group.
3. Ask students to identify the beginning sound, m.
4. Ask students to name other words that start with m.
5. Point out the ending chunk, -apa.
6. Ask students to name other words that end with the same ending chunk (e.g., tapa, sapo, papa, guapa, atrapa).

Have students practice making their names and other known words in the Student Pocket Charts at a center.

D. Word Building

Change the Beginning Sound

Beginning-letter (consonant) substitution is one of the earliest independent-reading skills. Practice substituting sounds to make new words in the Student Pocket Chart.

1. Allow students’ letter-substitution abilities before you begin word building as a group.
2. Write two words that share the same ending chunk. Read both words with the group and ask students to say what the words have in common.
Spanish Make-a-Word Student Pocket Chart™ Kit

Congratulations on your purchase of the Really Good Stuff® Spanish Make-a-Word Student Pocket Chart™ Kit for small-group and independent word building in the primary grades.

This Really Good Stuff® product includes:
• A Make-a-Word Student Pocket Chart®
• 64 Letter Cards
• This Really Good Stuff® Activity Guide

The Spanish Make-a-Word Student Pocket Chart™ Kit has everything you need for small-group word work that builds phonemic awareness. The Make-a-Word Student Pocket Chart® Kit provides a setting for word work in both interactive and independent environments.

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Word building is an essential step in early word work that lays a strong foundation for literacy. By manipulating Letter Cards in their own Student Pocket Charts to build and rebuild words, students begin to internalize phonetic elements and apply them in their reading. The Student Pocket Charts provide room for longer words, allowing for more advanced word study.

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Depending on your assessments, begin with alphabet/letter work and build up to word work. There are a multitude of possibilities for the Spanish Make-a-Word Student Pocket Chart™ Kit. Examples of interactive demonstrations and center activities are provided. They are listed in order from least to greatest challenge.

Letter Work
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• The teacher names a letter and the student points it out among Letter Cards in the Student Pocket Chart.
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Letter Formation
1. Model writing a letter on the board.
2. Trace over the letter with a finger as you say its name. Provide lapboards and pens for students to practice writing the letter on the lapboard.

3. Have students write the letter in the air.
4. Provide lapboards and pens for students to practice writing the letter.

5. Replace a vowel with an a, and again ask students to read the new word and use it in a sentence.

6. As you build new words, write them on the board.

7. Review the list at the end of the lesson.

8. Brainstorm additional words with inflected endings to add to the list.

Change the Medial Vowel Sound Practice middle sound recognition. Build a word and substitute the vowel to make a new word.

Build Bigger Words Practice adding inflected endings, and later other suffixes and prefixes, to familiar base words.
1. Build a CVCV word, such as habla, in the Student Pocket Chart.
2. Model adding an ending, such as has, to the Student Pocket Chart.
3. Replace the vowel with ao, and ask students to read the new word and use it in a sentence.

4. Replace a vowel with o, and again ask students to read the new word and use it in a sentence.

5. Replace a with amos, and again ask students to read the new word and use it in a sentence.

6. Build new words, write them on the board.

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Explore Other Spelling Patterns Depending on the needs of your students, you can explore a number of spelling patterns through focused word work using the Spanish Make-a-Word Student Pocket Chart™ Kit.

Related Products available through Really Good Stuff®
Really Good® Desktop Pocket Charts (#302257)
Essential Spanish Word Sorts (#302734)

Have students practice word building in the Student Pocket Chart at a center, this time replacing the ending sound to make new words.

Practice changing the final syllable to make real and non-real words.

Have students practice substituting blends in the Student Pocket Chart at a center.

Sort Words
Sorting words by their beginning or ending sounds, or other sound patterns, helps to make the patterns automatic.

Have students sort words by spelling patterns they’ve studied:
• beginning sounds
• syllable
• vowel sounds
• beginning blends
• inflected endings

Have students practice word building in the Student Pocket Chart at a center, this time replacing the vowel sound.

Change the Beginning Consonant Blend
Have students practice word building in the Student Pocket Chart at a center, this time replacing the beginning sound with a consonant blend.

Practice adding inflected endings, and later other suffixes and prefixes, to familiar base words.
1. Build a CVC word, such as casa, in the Student Pocket Chart.
2. Model adding an ending, such as has, to the Student Pocket Chart.
3. Replace the vowel with ao, and ask students to read the new word and use it in a sentence.

4. Replace a vowel with o, and again ask students to read the new word and use it in a sentence.

5. Replace a with amos, and again ask students to read the new word and use it in a sentence.

6. Build new words, write them on the board.

7. Review the list at the end of the lesson.

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• beginning sounds
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• inflected endings

Have students practice word building in the Student Pocket Chart at a center, this time replacing the beginning sound with a consonant blend.

Practice adding inflected endings, and later other suffixes and prefixes, to familiar base words.
1. Build a CVC word, such as casa, in the Student Pocket Chart.
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3. Replace the vowel with ao, and ask students to read the new word and use it in a sentence.

4. Replace a vowel with o, and again ask students to read the new word and use it in a sentence.

5. Replace a with amos, and again ask students to read the new word and use it in a sentence.

6. As you build new words, write them on the board.

7. Review the list at the end of the lesson.

8. Brainstorm additional words with inflected endings to add to the list.

Have the students practice adding inflected endings to base words in Student Pocket Charts at a center.

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Practice adding inflected endings, and later other suffixes and prefixes, to familiar base words.
1. Build a CVC word, such as casa, in the Student Pocket Chart.
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3. Replace the vowel with ao, and ask students to read the new word and use it in a sentence.

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