

## Make-A-Word Center™: Spanish High-Frequency Words

Congratulations on your purchase of the Really Good Stuff® **Make-A-Word Center™: Spanish High-Frequency Words**, a hands-on activity that offers explicit, systematic practice for primary students to master high-frequency words.

### Meeting Common Core State Standards

#### Make-A-Word Center: Spanish High-Frequency Words

aligns with the following Common Core State Standards for Spanish Language Arts:

#### Phonics and Word Recognition

**RF.K.3.c.** Read common high-frequency words by sight.

#### Fonética y reconocimiento de palabras

**DF.K.3.c.** Leer a simple viste palabras comunes de uso frecuente (ejemplo: el, la, veo, gusta, un, una, mi, es).

#### This Really Good Stuff product includes:

- 4 High-Frequency Center Work Mats
- 80 High-Frequency Word Cards
- 148 Lowercase Foam Letters
- Compartmentalized Box with Lid
- Set of 21 Stickers
- This Really Good Stuff Teaching Guide

This multisensory high-frequency word kit includes the most common words students encounter in early reading material. Early readers are already familiar with high-frequency words as part of their listening and speaking vocabularies, but reading and spelling those words often causes confusion. By focusing on and manipulating one word at a time, students internalize its appearance and recognize it in other contexts, building reading confidence and fluency.

#### The Make-A-Word Center: Spanish High-Frequency Words

features 80 of the first words early readers must learn. Because most of these words cannot be learned through the use of pictures, practicing them in isolation in a variety of ways helps students narrow their focus and recognize the words with automaticity. Students see the word, say it, build it using individual foam letters, and then write it. This repeated, predictable, systematic exposure to these early high-frequency words benefits all readers. Use this activity with individual students and small groups as a direct instruction tool or in a literacy center as an independent activity.

#### Managing Make-A-Word Center: Spanish High-Frequency Words

- Label the box compartments with the stickers.
- Store the word cards, the foam letters, and the work mats in the provided compartmentalized box. Place dry erase markers or dry erase crayons (not included) in the box also.
- Make copies of the included record sheets for data collection as a progress monitoring tool and as a guide for students' targeted practice.
- Visit our Web site [www.reallygoodstuff.com](http://www.reallygoodstuff.com) to download Really Good Stuff Teaching Guides.

#### Introducing the Make-A-Word Center: Spanish High-Frequency Words

First, set aside words that the students cannot read with automaticity. Make a copy of the *Teacher Record Sheet (Lista del maestro)*, one for each student. Highlight the words to be studied. Also make a copy of the *Student Record Sheet (Lista del alumno)* for each child to self-monitor progress. Begin by selecting a word card and placing it on the work mat in the first column under *Léela*. Read the word aloud with students.

Have students name the letters in the word and then demonstrate how to gather the foam letters needed to build that word. Build the word in the second column, *Constrúyela*. Read the word aloud. Next, model how to write the word in the third column, *Escríbela*, using a dry erase marker and saying each letter as you form it. Be sure to read the entire word after spelling it aloud and writing it. Point to and read each of the three versions of the word, carefully tracking. Determine your criteria for students to check off words in the student box on their sheet, either reading them with automaticity or spelling them without seeing them. Show students how to place all materials back into the appropriate compartments. Wipe off the work mat with a soft cloth, completely erasing the word. Keep track of your students' progress by checking off the mastered words in the teacher box on the word list.

#### Variations

- Challenge students to use each word correctly in a sentence after writing it.
- Cover the first two columns and have students write the word in the third column.

#### Tips for the At-Risk Student

- Practice only a few words each week.
- Post the words in the classroom and review them daily.
- Provide lots of exposure to these words. Include them in class writing and spelling lists.
- Use mnemonic devices: Have students draw a picture or make up a silly rhyme or phrase related to each word.

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- Have students spell words aloud in a rhythmic pattern or “write” them in the air.
- Have students “rainbow write” the word. They write the target word in a chosen crayon color, saying each letter as it is formed. They read it aloud, tracking, then they write over that word using different colors, repeating the process.

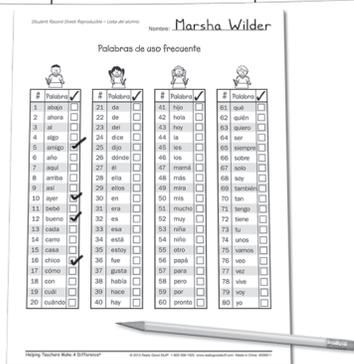
### Using the Make-A-Word Center as an Independent Literacy Center

After modeling the activity, direct students to complete the activity at a literacy center.

1. Distribute a record sheet to each student with the targeted words highlighted as a guide. Set out the word cards students need to practice at the center.
2. Students say each word on their list, build it, and write it on the work mat.
3. Students read each of the three words as they track.
4. Check off correctly read words on the record sheet.
5. Students remove the word cards from the work mat and read them aloud.
6. Place word cards and foam letters back into their appropriate compartments.
7. Wipe off the work mat completely.

### Variation

Have students work in pairs and take turns. One student selects a word card and names its letters. The other student gathers the appropriate foam letters, builds the word, and writes it on the work mat.



1. Distribuya una lista a cada estudiante con las palabras clave resaltadas como guía. Coloque al centro las tarjetas de palabras que los alumnos necesiten practicar.
2. Los alumnos leerán cada palabra en su lista, la construirán y la escribirán en el tapete de trabajo.
3. Los alumnos leerán cada una de las tres palabras mientras las siguen con la vista.
4. Palomee en la lista las palabras que hayan sido leídas correctamente.

5. Los estudiantes quitarán las tarjetas de palabras del tapete de trabajo y las leerán en voz alta.
6. Ponga las tarjetas de palabras y las letras de esponja de regreso en los compartimentos específicos dentro de la caja.
7. Limpie completamente el tapete de trabajo con un paño húmedo.

### Variante

Haga que los estudiantes trabajen en parejas y alternen turnos. Un estudiante selecciona una tarjeta de palabras y enuncia las letras. El otro estudiante toma las letras de esponja correctas, construye la palabra y la escribe en el tapete de trabajo.

Post these instructions at your word study center:

#### Instructions

1. Choose the top word card.
2. Say the word.
3. Build the word with foam letters.
4. Write the word on the work mat.
5. Track and read the word in each column. Mark the word off of your record sheet.
6. Put the word card on the bottom of the pile and put the foam letters back into their appropriate compartments.
7. Wipe off the work mat.

#### Instrucciones

1. Tome la tarjeta de palabras que haya quedado encima del mazo.
2. Diga la palabra.
3. Construya la palabra con las letras de esponja.
4. Escriba la palabra en el tapete de trabajo.
5. Siga y lea la palabra en cada columna. Palomee la palabra en su lista.
6. Ponga la tarjeta de palabras al final del mazo y ponga las letras de esponja de regreso en sus contenedores específicos.
7. Limpie con un paño húmedo el tapete de trabajo.

### Related Really Good Stuff Products

- EZread™ Spanish High Frequency Word Phrase Flash Cards: Emergent (#303895)
- EZread™ Spanish High Frequency Word Phrase Flash Cards: Beginner (#303892)
- Roll and Read Spanish High Frequency Words (#306589)

Nombre: \_\_\_\_\_

## Palabras de uso frecuente

#	Palabra	✓
1	abajo	<input type="checkbox"/>
2	ahora	<input type="checkbox"/>
3	al	<input type="checkbox"/>
4	algo	<input type="checkbox"/>
5	amigo	<input type="checkbox"/>
6	año	<input type="checkbox"/>
7	aquí	<input type="checkbox"/>
8	arriba	<input type="checkbox"/>
9	así	<input type="checkbox"/>
10	ayer	<input type="checkbox"/>
11	bebé	<input type="checkbox"/>
12	bueno	<input type="checkbox"/>
13	cada	<input type="checkbox"/>
14	carro	<input type="checkbox"/>
15	casa	<input type="checkbox"/>
16	chico	<input type="checkbox"/>
17	cómo	<input type="checkbox"/>
18	con	<input type="checkbox"/>
19	cuál	<input type="checkbox"/>
20	cuándo	<input type="checkbox"/>

#	Palabra	✓
21	da	<input type="checkbox"/>
22	de	<input type="checkbox"/>
23	del	<input type="checkbox"/>
24	dice	<input type="checkbox"/>
25	dijo	<input type="checkbox"/>
26	dónde	<input type="checkbox"/>
27	él	<input type="checkbox"/>
28	ella	<input type="checkbox"/>
29	ellos	<input type="checkbox"/>
30	en	<input type="checkbox"/>
31	era	<input type="checkbox"/>
32	es	<input type="checkbox"/>
33	esa	<input type="checkbox"/>
34	está	<input type="checkbox"/>
35	estoy	<input type="checkbox"/>
36	fue	<input type="checkbox"/>
37	gusta	<input type="checkbox"/>
38	había	<input type="checkbox"/>
39	hace	<input type="checkbox"/>
40	hay	<input type="checkbox"/>

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41	hijo	<input type="checkbox"/>
42	hola	<input type="checkbox"/>
43	hoy	<input type="checkbox"/>
44	la	<input type="checkbox"/>
45	les	<input type="checkbox"/>
46	los	<input type="checkbox"/>
47	mamá	<input type="checkbox"/>
48	más	<input type="checkbox"/>
49	mira	<input type="checkbox"/>
50	mis	<input type="checkbox"/>
51	mucho	<input type="checkbox"/>
52	muy	<input type="checkbox"/>
53	niña	<input type="checkbox"/>
54	niño	<input type="checkbox"/>
55	otro	<input type="checkbox"/>
56	papá	<input type="checkbox"/>
57	para	<input type="checkbox"/>
58	pero	<input type="checkbox"/>
59	por	<input type="checkbox"/>
60	pronto	<input type="checkbox"/>

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61	qué	<input type="checkbox"/>
62	quién	<input type="checkbox"/>
63	quiero	<input type="checkbox"/>
64	ser	<input type="checkbox"/>
65	siempre	<input type="checkbox"/>
66	sobre	<input type="checkbox"/>
67	solo	<input type="checkbox"/>
68	soy	<input type="checkbox"/>
69	también	<input type="checkbox"/>
70	tan	<input type="checkbox"/>
71	tengo	<input type="checkbox"/>
72	tiene	<input type="checkbox"/>
73	tu	<input type="checkbox"/>
74	unos	<input type="checkbox"/>
75	vamos	<input type="checkbox"/>
76	veo	<input type="checkbox"/>
77	vez	<input type="checkbox"/>
78	vive	<input type="checkbox"/>
79	voy	<input type="checkbox"/>
80	yo	<input type="checkbox"/>

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