

Spanish 3-D Sound and Syllable Box Objects and Cards Set

Congratulations on your purchase of the Really Good Stuff® **Spanish 3-D Sound and Syllable Box Objects and Cards Set (Juego de Objetos y Tarjetas, Sonidos y Sílabas en Español 3-D)**, a hands-on educational activity for teaching emergent readers to hear and to identify the number of phonemes and syllables in words.

Meeting the Standards

The Really Good Stuff® **Spanish 3-D Sound and Syllable Box Objects and Cards Set** aligns with the Common Core State Standards for Spanish Language Arts below. For alignment with other state standards, please refer to our Web site's Standards Match.

Conciencia fonológica

DF.K.2.b Cuentan, pronuncian, combinan y segmentan las sílabas en palabras habladas.

DF.K-1.2.d Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras.

Phonological Awareness

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.

RF.K-1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

This Really Good Stuff product includes:

- 46 Objects
- 8 Sound Box Mats (2 each of 3-, 4-, 5-, and 6-phoneme Sound Box Mats)
- 4 Syllable Box Mats (2 each of 2- and 3- Syllable Box Mats)
- 20 Plastic Chips
- This Really Good Stuff Teaching Guide

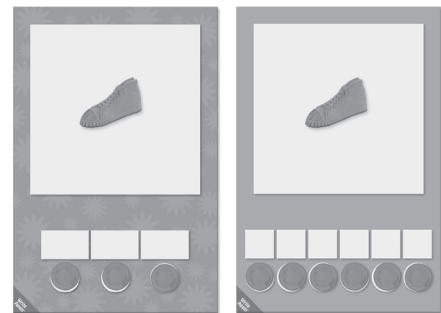
Managing the Spanish 3-D Sound and Syllable Box Objects and Cards Set

- Use the back of the mats to identify and separate the objects into phoneme or syllable categories, and store them in zip-top plastic bags.
- Copy the *Hoja de registro individualizada (segmentación silábica y fonémica)* to track student progress.
- Make a copy of the *Hoja de trabajo Juego de objetos y tarjetas en español 3D* for each student to use independently.

Introducing the Spanish 3-D Sound and Syllable Box Objects and Cards Set

The **Spanish 3-D Sound and Syllable Box Objects and Cards Set** helps students to identify the number of phonemes and/or syllables in a word and to improve their auditory perception of letter and syllable sounds. The set offers varying levels of challenge as students improve their phonological awareness. Use the real objects to segment words into syllables and/or phonemes.

Materials include two each of both the *Syllable Box Mats* (for segmenting two- and three-syllable words) and the *Sound Box Mats* (for segmenting three-, four-, five-, and six-phoneme words) along with 46 objects that can be used for both syllable and phoneme activities. On the back of each *Syllable* and *Sound Box Mat* is a list of corresponding objects; for example, “niña” is listed on the backs of the two-syllable mat and the four-phoneme mat, and “zapato” is listed on the backs of the three-syllable mat and the six-phoneme mat. The *Syllable Box Mats* have a patterned background and feature slightly larger boxes than the *Sound Box Mats*.



Segment words into syllables (za-pa-to) and/or phonemes (z-a-p-a-t-o)

Syllables

Initially, work with students one-on-one to teach them to distinguish the syllables in a two-syllable word as they slide a chip into a syllable box for each syllable they hear. After students have mastered this elementary level of hearing and distinguishing syllables, they can move on to three-syllable words. Once students have practiced hearing the syllable segments as a word is enunciated and then moving the chips into syllable boxes, they can work independently or in pairs, using simple words of two or three syllables.

Phonemes

A phoneme is a sound segment in a word; for example, “oso” has three phonemes: /o/s/o/. Phonological-awareness instruction shows students how the sounds they hear in spoken language are represented in print. Teaching sounds along with letters helps students see how phonemic awareness relates to reading and writing. Phonemic-awareness instruction is most effective when students are taught to use letters to represent phonemes. As students develop phonemic awareness, they will use their knowledge of letter sounds to decode and spell words.

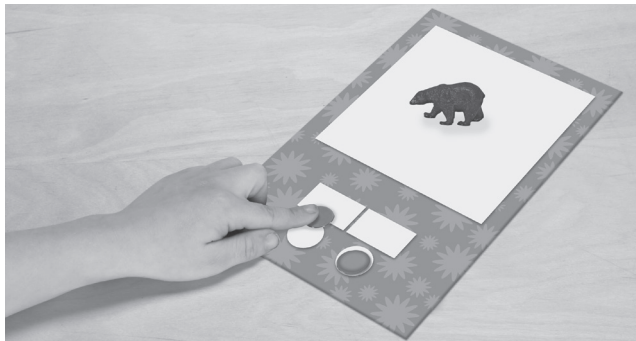
Model the Activity

Using the **Spanish 3-D Sound and Syllable Box Objects and Cards Set**, very early beginning readers associate the name of an object they know by sound and sight with plastic chips and a *Syllable* or *Sound Box Mat* representing the number of syllables or phonemes in the word. This process encompasses one of the first steps in reading: learning to distinguish the syllables and phonemes in a word.

All teaching guides can be found online.

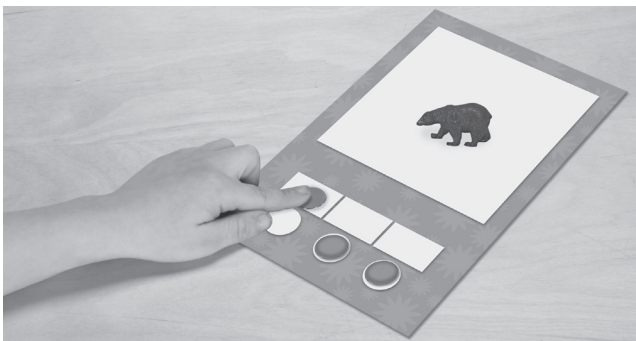
Spanish 3-D Sound and Syllable Box Objects and Cards Set

Gather some objects whose names have two syllables each. Choose one *Two-Syllable Box Mat*, and put a chip in each circle on the mat. Working with one or two students at a time, hand an object to a student and ask him or her to name it and place it in the top square of the mat. Pronounce the name of the object slowly, exaggerating the syllables as you say the word aloud. For example, pronounce the word “oso” as o-so, pausing slightly between the two syllables. Then explain to the student that as you pronounce the word again, she or he is to slide a chip into a syllable box for each syllable heard.



As you enunciate the first syllable—“o”—the student slides the chip on the left into the syllable box on the left. As you enunciate “so”, the student slides the chip on the right into the syllable box on the right. (On the back of each type of *Syllable Box Mat* is a list of words divided into syllables.)

Depending on your method of phonological-awareness instruction, model how to further segment words into their individual phonemes. Follow the steps above, starting with an object whose associated word has three sounds (fonemas). Use the three-phoneme *Sound Box Mat* and *plastic chips*. For example, pronounce the word “oso” as ooo-sss-ooo, drawing out and pausing between each sound. Enunciate each phoneme clearly and slowly, and have students move each chip into its corresponding box.

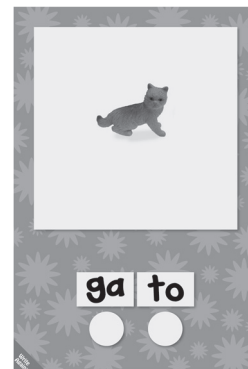


Using the Spanish 3-D Sound and Syllable Box Objects and Cards Set

Continue as described on the left side, having the student slide a chip into a sound box as you enunciate each phoneme in a word. As students become comfortable with three-phoneme words, move on to four- and five-phoneme words. To provide a greater level of challenge, have students enunciate the words with you as they slide the chips into the sound boxes on the mat.

Independent Literacy Center Activity

After students have mastered hearing the sound segments and moving the chips into the sound boxes while enunciating the word, use the **Spanish 3-D Sound and Syllable Box Objects and Cards Set** as an independent literacy-center activity. Choose objects to match the level of your students, starting with two-syllable words for syllable study and three-phoneme words for phoneme study. Students can do this activity in pairs or work alone. Give students mats that have the same number of circles and boxes as there are letters or syllables in the words. Students should pronounce the word, enunciating each syllable or phoneme clearly, and then use a dry erase crayon or marker to write the syllables and/or letters of the word in the sound boxes on the mat. Optionally, have students choose their favorite objects and record their work on the *Hoja de trabajo Juego de objetos y tarjetas en español 3-D*.



Extension Activity

Give students a random selection of objects and one of each type of either the *Syllable* or *Sound Box Mats*. Have them choose an object and name it. Then, according to how many syllables or phonemes they hear in the word, have them pick the mat that has the correct number of boxes and segment the word into phonemes or syllables, whether with chips or tapping the sounds.

Visit our Web site www.reallygoodstuff.com to download Really Good Stuff Teaching Guides.

Related Really Good Stuff Products

Spanish Sound Box Kit (#304582)

3-D Sound Box Objects and Cards Set (#307129)

Hoja de registro individualizada (segmentación silábica y fonémica)

Palabras con 2 sílabas	Necesita más práctica	Conseguido
árbol		
ave		
barco		
bebé		
bloque		
bolsa		
buque		
cama		
casa		
chivo		
concha		
foca		
ganso		
gato		
globo		
huevo		
igljú		
jabón		
llave		
mapa		
mopa		
mosca		
nido		
niña		
oso		
palo		
pato		
perro		
queso		
ratón		
tambor		
tigre		
vaca		

Palabras con 3 sílabas	Necesita más práctica	Conseguido
abeja		
babosa		
cadena		
cepillo		
corona		
escoba		
hormiga		
oveja		
serrucho		
zapato		

Palabras con 3 fonemas	Necesita más práctica	Conseguido
ave		
oso		
pez		
sol		

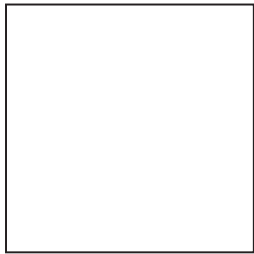
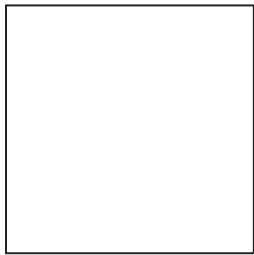
Palabras con 4 fonemas	Necesita más práctica	Conseguido
bebé		
buque		
cama		
casa		
chivo		
foca		
gato		
huevo		
igljú		
llave		
mapa		
mopa		
nido		
niña		
palo		
pato		
perro		
queso		
tren		
vaca		

Palabras con 5 fonemas	Necesita más práctica	Conseguido
abeja		
árbol		
barco		
bloque		
bolsa		
concha		
ganso		
globo		
jabón		
mosca		
oveja		
ratón		
tigre		

Palabras con 6 fonemas	Necesita más práctica	Conseguido
babosa		
cadena		
cepillo		
corona		
escoba		
hormiga		
serrucho		
tambor		
zapato		

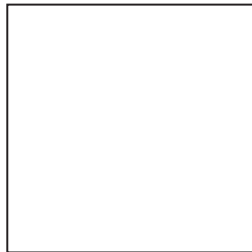
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Haz un dibujo del objeto en el rectángulo. Escribe las sílabas en las cajitas.

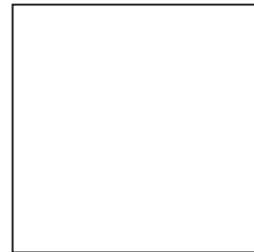


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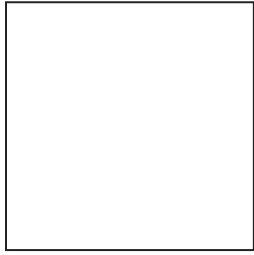
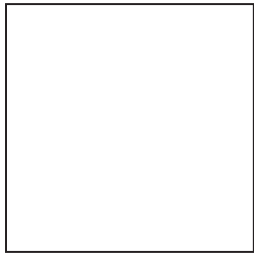
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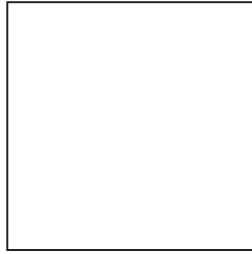
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Haz un dibujo del objeto en el rectángulo. Escribe los sonidos en las cajitas.

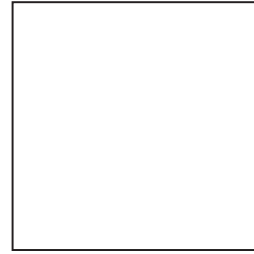


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