

# Really Good Stuff® Activity Guide

## ESWS Spanish Sort Demo Cards: Open Syllables and Rhyming Endings

Congratulations on your purchase of the Really Good Stuff® **ESWS Spanish Sort Demo Cards: Open Syllables and Rhyming Endings**, a dynamic tool for bilingual and dual immersion language programs.

### This Really Good Stuff® product includes:

- 516 **ESWS Spanish Sort Demo Cards**
- This Really Good Stuff® Activity Guide

Once students have mastered beginning consonant and vowel sounds, they are ready to look at common words divided in different ways: open syllables, such as *ma-*, *me-*, *mi-*, *mo-* and *mu-* and rhyming endings, such as *ama*, *ana*, *apa*, and *asa*.

The *ESWS Spanish Sort Demo Cards* correspond to the sorts in *Essential Spanish Word Sorts*. Use the cards in a pocket chart to model the sorts the students will be doing independently in class work, homework, literacy centers, and fun group or partner activities.

### Open Syllables

When sorting by initial syllables, students notice the repeating consonant-vowel (CV) pattern. The open syllable word sorts reinforce the CV pattern, the most common syllable pattern in Spanish.

### Rhyming Endings

After exploring letter substitution through word building and other phonemic awareness activities, students are ready to work on rhyming ending word sorts. These sorts reinforce the concept that changing just the beginning sound of a word can make a new word. When sorting by endings, students recognize the rhyming pattern.

The sorts in this set contain only words. Have students who need extra practice with hearing the sound patterns sort pictures, or pictures and words combined. Reinforce the learning with fun extension activities as described in this guide.

### How to Demonstrate Word Sorts

It's important to teach the word sorts at an appropriate pace for students at different reading levels. Students at earlier levels, for example, will need more repeated demonstration and practice with the sorts before completing them independently.

### Types of Sorts to Demonstrate

- Closed sorts (most word sorting) – teacher directs the sort by giving the categories
- Open sorts – students see patterns and sort words into categories they determine
- Blind sorts – students hear a sort word and point to the appropriate category card
- Picture/word sorts – category and/or sort cards include pictures for added support
- Written sorts – students write sorted words onto a blank grid
- Speed sorts – students complete timed sorts to gain automatic recognition of word features
- Word hunt – sorts include words found in student reading, written on blank cards.

### Timeline of Spanish Word Sorting with Examples

Concepts	Plants, animals; shapes; winter, summer
Beginning sounds	Vowel sounds, consonant sounds
Open syllables	<i>ma, me, mi</i>
Rhyming Endings	<i>apa, asa, ana</i>
Beginning blends	<i>pl, pr, fl, fr</i>
Diphthongs	<i>ue, ua, ui</i>
Contrasts	<i>b</i> and <i>v</i> in initial/middle position
Silent h	<i>ha</i> vs. <i>a</i> in beginning position
Soft/hard <i>c</i> and <i>g</i>	<i>ce</i> vs. <i>que</i> ; <i>ge</i> vs. <i>gue</i>
Other Confused spellings	<i>r, rr, n, ñ, ll</i>

### Small Group Demonstration

Whenever you introduce a new type of sort, focus on a different word feature, or notice that students need additional modeling, lead a small-group demonstration. A 4-Column Word Sorting Pocket Chart is available for purchase through Really Good Stuff®. Here is one of many possible ways to model a closed word sort:

1. Select two or more categories (such as *va*, *ve*, *vi* and *vo*) and set up a pocket chart in a visible position.
2. Hold up each word card and read the word with the group, offering support as necessary.
3. Select one word card and say the word, such as *valle*. Ask the group if *valle* has the sound *va*, *ve*, *vi* or *vo*. Repeat the word, placing emphasis on the beginning open syllable (*va*). When the correct category is named, place the *va* category card at the top of the pocket chart and the word *valle* below it.

4. Select another word card, such as *vela*, and ask the group if *vela* sounds like *va*, *ve*, *vi*, or *vo*. When students name the correct category, place the *ve* category card in the next column of the pocket chart and the word *vela* below it.
5. Introduce the *vi* and *vo* categories using the method described in steps 3 and 4.
6. As you continue, sort words by comparing them to the other words in each category: “¿Cómo suena la palabra *vida*? ¿Suena más como *valle*, *vela*, *vivo*, o *volar*? *vvida...valle...vela...vivo...volar.*” Once students correctly identify the category, place the word card in the appropriate column.
7. Sort all of the word cards this way.
8. Repeat the sort in the pocket chart, this time asking students to place the sort words in the columns.

### Reinforcement

Additional materials can add versatility, variety, and fun to your class’s word sorting. Personalized student sorting books, word sort task cards, student sorting mats, games, and other items can be made or purchased to use in conjunction with these sorts.

### Student Activity

#### Rhyming Ending Flip Books

1. Students write a rhyming ending, such as *ato*, on a strip of paper.
2. Students write consonants on paper squares, choosing consonants or blends that make a word with the rhyming ending. To make words with the ending *ato*, students could write *g*, *b*, *p*, *pl*, and *tr*.
3. Students staple the letters to the rhyming ending strip along the left side so that it remains visible. Students practice making new rhyming words by flipping up the letters to reveal different beginning sounds.
4. Discuss how rhyming words are made by changing just the beginning sound.

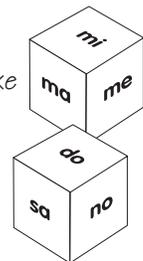


### Student Game

#### Build a Word Cube Game

Use two game cubes to present a variety of matching and word building challenges for partners or small groups. Here is one example for a word building game.

1. Make two copies the *Game Cube Reproducible*.
2. On one cube, fill in the spaces with the beginning open syllables, for example, *ma*, *me*, *mi*, *mo*, and *mu*. Draw a star on the sixth side. On the other cube, fill in the spaces with six possible endings, such as *sa*, *no*, *do*, *to*, *la*, and *cho*.
3. Cut out the cubes along the dotted lines and tape or glue them together.
4. Assign a scorekeeper.
5. The first player rolls the cubes and then moves them around to see if he or she can make a word. If player 1 can make a word with the syllables, he or she puts two cubes in order, and reads the word aloud. If player 1 cannot make a word, the next player gets to roll the cubes and take a turn. If the open syllable cube lands on the side with the star, players can use any beginning syllable to build a word.
6. Have a student volunteer or aide record the words players have made. Play continues until one player has made ten words.



#### Variations

- Use only the beginning open syllable cube. Players roll the cube and say a word that has that beginning syllable. Players cannot repeat words.
- Play the game using beginning consonants and the rhyming endings included in this set.

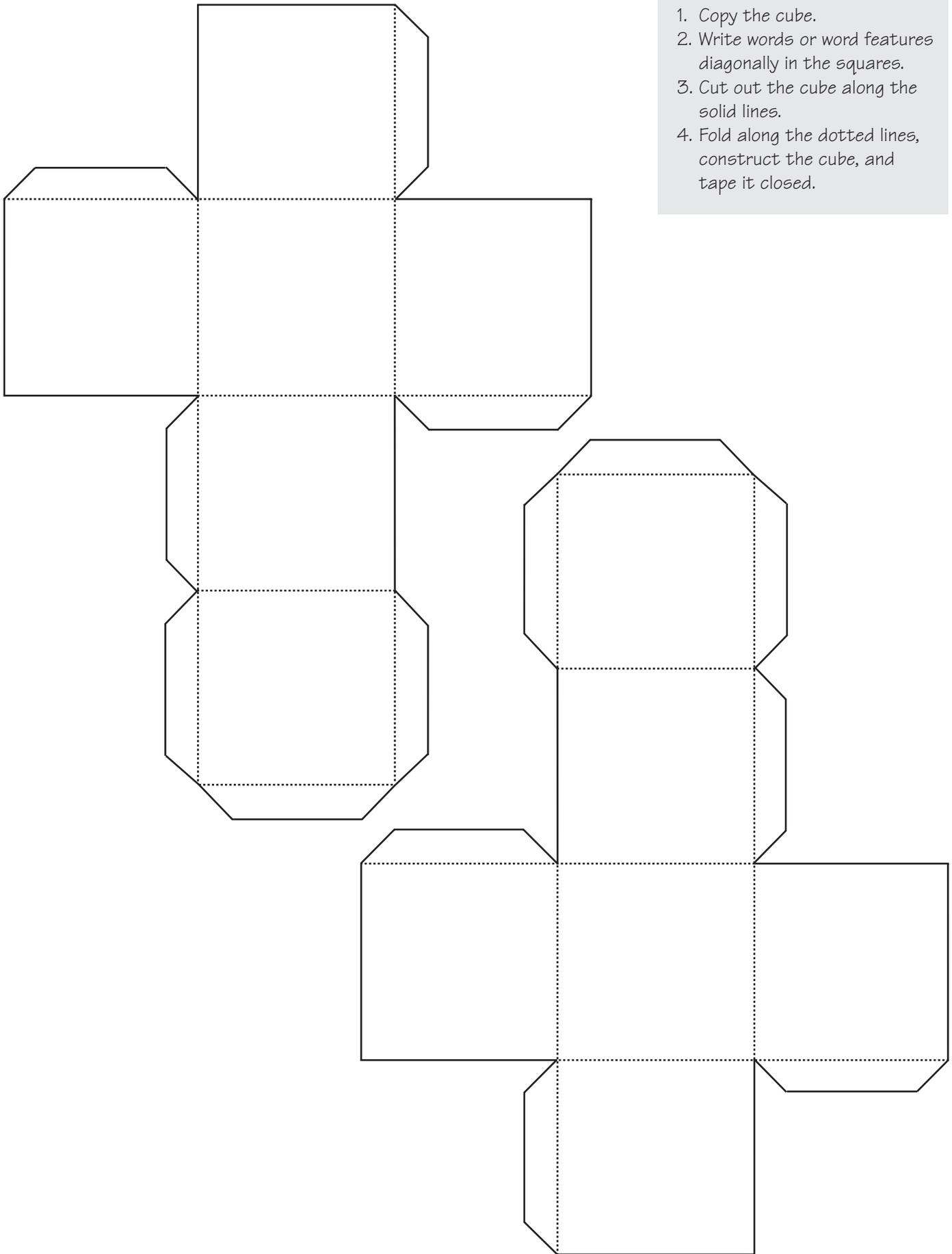
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### Answer Key for Open Syllables and Rhyming Endings

#### Open Syllables

<b>ma</b>	mano, masa, malo, mapa	<b>ra</b>	rana, ratón, rabia, ramo
<b>me</b>	mesa, mete, mece, metro	<b>re</b>	regla, regalo, redondo, resulta
<b>mi</b>	misa, milla, mira, miga	<b>ri</b>	rico, risa, rima, ribera, rizo
<b>mo</b>	moto, mono, mora, modo, mole	<b>ro</b>	roca, robo, roto, rodeo, rojo
<b>mu</b>	mula, mudo, mucho, mujer	<b>ru</b>	rumor, ruta, rutina, rubio, rulo
<b>pa</b>	pato, palo, pavo, paga	<b>va</b>	vaca, vacío, vale, valle, vaso
<b>pe</b>	pelo, pera, pecho, pega, peso	<b>ve</b>	vena, vela, vecino, verano, venir
<b>pi</b>	piso, pila, pide, piña	<b>vi</b>	vida, vidrio, vino, vivo, viña
<b>po</b>	pozo, pollo, poco, pobre	<b>vo</b>	vocal, volar, votar, volumen, voto
<b>pu</b>	puño, puré, puro	<b>Rhyming Endings</b>	
<b>ta</b>	taza, tapa, taco, tarro	<b>apa</b>	mapa, capa, tapa, papa, atrapa, etapa
<b>te</b>	tema, tela, techo, teja	<b>asa</b>	casa, masa, pasa, tasa, grasa, atrasa
<b>ti</b>	tipo, tiro, tira, tiza	<b>ana</b>	lana, rana, sana, gana, plana, hermana
<b>to</b>	topo, toca, todo, toma	<b>ama</b>	cama, llama, drama, pijama, fama, escama
<b>tu</b>	tuna, tuyo, tuya, tubo	<b>apo</b>	tapo, trapo, engrapo, atrapo, sapo, destapo
<b>ba</b>	bajo, baño, base, bata	<b>aso</b>	caso, payaso, vaso, paso, retraso, atraso
<b>be</b>	beca, beso, bello, bella	<b>ano</b>	llano, verano, plátano, grano, lejano, sano
<b>bi</b>	bicho, bicicleta, billete, bigote	<b>amo</b>	ramo, amo, gramo, préstamo, derramo, llamo
<b>bo</b>	bote, boca, borra, boda	<b>ato</b>	gato, dato, trato, plato, pato, grato
<b>bu</b>	bufanda, bulla, burro, buzón	<b>ata</b>	pata, lata, bata, mata, gata, trata
<b>da</b>	dado, dato, daño, dama	<b>ito</b>	grito, mito, frito, pito, chiquito, carrito
<b>de</b>	dedo, debe, deja, detrás	<b>ita</b>	casita, grita, manita, gatita, frita, cita
<b>di</b>	dicho, dice, dije, dibujo	<b>ota</b>	rota, nota, gota, cuota, trota, flota
<b>do</b>	domo, doña, dobla, doce	<b>osa</b>	rosa, llorosa, cosa, osa, curiosa, sospechosa
<b>du</b>	dudo, duda, duro, duna	<b>oma</b>	loma, goma, toma, broma, asoma, paloma
<b>sa</b>	saca, sabe, sapo, sala, sale	<b>ola</b>	hola, ola, sola, bola, lola, cola
<b>se</b>	señor, seco, seda, sello	<b>oto</b>	roto, moto, broto, troto, poroto, piloto
<b>si</b>	silla, sino, sirena, sitio	<b>omo</b>	plomo, lomo, tomo, domo, como, asomo
<b>so</b>	solo, sobre, sogá, soda, sofá	<b>oso</b>	oso, curioso, esposo, penoso, celoso, lloroso
<b>su</b>	sudor, sufre, suma, suyo	<b>ino</b>	pino, lino, vino, fino, chino, sobrino
<b>la</b>	lana, lago, labio, lata, lado	<b>ano</b>	sano, grano, plano, mano, vano, llano
<b>le</b>	leche, leña, leo, león, letra	<b>ito</b>	grito, mito, frito, pito, chiquito, súbito
<b>li</b>	lisa, litro, lino, libro	<b>ato</b>	gato, barato, aparato, olfato, dato, trato
<b>lo</b>	loza, lobo, lodo, logro	<b>odo</b>	todo, modo, lodo, codo, cómodo, apodo
<b>lu</b>	luna, lunes, lucha, luce	<b>ado</b>	nado, grado, prado, morado, lado, casado
<b>fa</b>	fama, facha, falla, faro, favor	<b>ido</b>	nido, querido, surtido, corrido, pido, batido
<b>fe</b>	fecha, febrero, feliz, feria	<b>ina</b>	tina, mina, fina, cortina, rutina, colina
<b>fi</b>	final, fino, ficha, fideo, fijo	<b>isa</b>	brisa, pisa, sonrisa, risa, prisa, lisa
<b>fo</b>	foca, foco, foro, foto	<b>ima</b>	clima, rima, prima, cima, encima, próxima
<b>fu</b>	fuga, fuma, fusa, futuro	<b>illa</b>	castilla, silla, sencilla, tortilla, grilla, maravilla
<b>na</b>	nada, nadie, nado, nave, nace	<b>echo</b>	pecho, techo, lecho, derecho, trecho, satisfecho
<b>ne</b>	nene, negro, nevar, nevado	<b>elo</b>	pelo, caramelo, paralelo, velo, modelo, gemelo
<b>ni</b>	nido, niño, niña, nivel	<b>ero</b>	mero, sombrero, caballero, guerrero, dinero, cocinero
<b>no</b>	nota, noche, novela, novio		
<b>nu</b>	nube, nutria, nublado, número		



1. Copy the cube.
2. Write words or word features diagonally in the squares.
3. Cut out the cube along the solid lines.
4. Fold along the dotted lines, construct the cube, and tape it closed.