

Really Good Stuff® Teaching Guide

English/Spanish Cognates: Shapes

Congratulations on your purchase of the Really Good Stuff® **English/Spanish Cognates: Shapes**, a comprehensive language building kit that draws upon the background knowledge of Spanish speakers to acquire related English vocabulary.

Objective

The student will demonstrate comprehension of English vocabulary.

Meeting State Standards

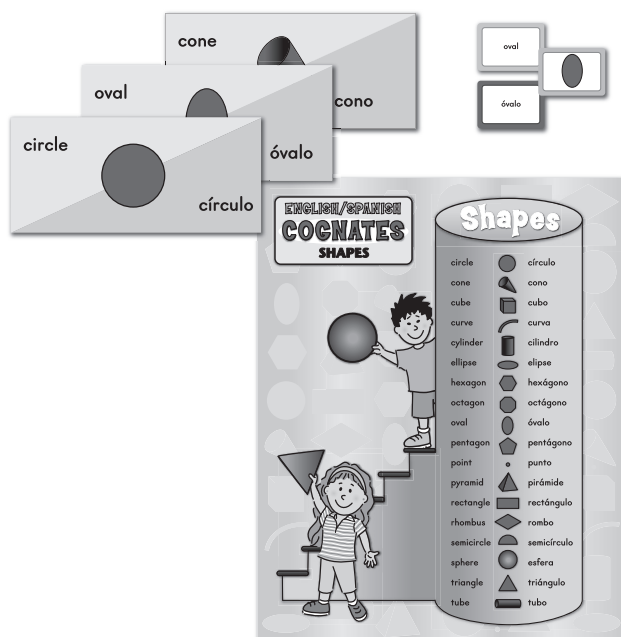
This type of extensive language practice helps students meet grade-level English language development expectations and prepare for standardized testing.

English/Spanish Cognates: Shapes also builds mathematical skills, such as classifying objects based on common attributes and describing geometric objects.

This Really Good Stuff® product includes:

- 54 *Shapes Cognate Learning Deck Cards*™
- 18 *Shapes Cognate Strips*
- 1 *English/Spanish Cognates: Shapes Poster*
- This Really Good Stuff® Teaching Guide

Cognates are a bridge to the English language for Spanish speaking students. Students learn to compare English and Spanish words that are related in meaning and spelling to acquire new vocabulary. Most word pairs in this set vary only slightly in pronunciation and spelling—as in *triangle* and *triángulo*, and *oval* and *óvalo*. The components of this kit provide a variety of instructional tools as well as effective strategies for teaching vocabulary to English language learners.



Managing English/Spanish Cognates: Shapes

- Display the *English/Spanish Cognates: Shapes Poster* in a visible location.
- Order the *Cognate Strips* as shown on the *Poster* and decide how you will present them—in a *Frayer 4-Square Model Pocket Chart* (#304851) or a standard classroom pocket chart.
- Make copies of the reproducibles you will need while presenting the cognate sets.
- When using the *Cognate Learning Deck Card*™ activities at a literacy center, be sure to demonstrate how to store the game parts and tidy the center when the activity is complete.

Introducing English/Spanish Cognates: Shapes

English/Spanish Cognates: Shapes provides an extensive set of language teaching tools for the acquisition of vocabulary related to geometric figures in English. Included are 18 cognate sets—displayed as a whole on the *Poster*, as sets of three on the *Cognate Strips* (English word, picture cue, Spanish word), and individually on the *Learning Deck Cards*™. Each of the components, when used separately, provides a unique vehicle for language acquisition. When used together, the components offer a complete and effective cognate program that can be used in a whole class, small group, and individual setting with all levels of English language learners.

Effective Language Instruction Using English/Spanish Cognates

Learning new vocabulary in a second language requires that teachers take a direct and expanded approach to teaching language. Tapping into the language background of students makes this task a little easier, given that Spanish and English share a large number of words—some identical and others very closely related. Using cognate pairs, students take note of the similarities between the languages and make important language connections.

The Shape Cognate Poster

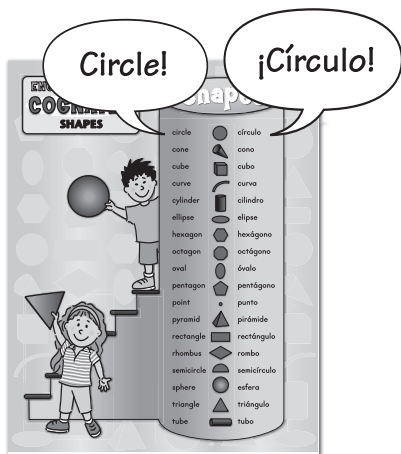
Start by presenting the concept of cognates using the *shapes cognate Poster*. Display the *Poster* in front of your group and ask students to identify any of the geometric shapes they already know and to name them in English or Spanish.

All teaching guides can be found online:

Really Good Stuff® Teaching Guide

English/Spanish Cognates: Shapes

Repeat the words that students know, pronouncing clearly each of the sounds in both languages. Have students repeat after you. Ask students how the words are alike and different. Explain that many words in English and Spanish that share sounds and letters also have the same meaning. Remind students that their first language—Spanish—can help them to learn and comprehend English if they begin to recognize the commonalities between the languages.



Use the *Poster* to practice naming and pronouncing the names of geometric shapes and related terms in English and Spanish. Draw attention to word endings as many of the geometric shapes vary only in ending and pronunciation between the two languages. Vary the activity by covering the column of English words and then having students name or write the words as you point to each picture. Alternatively, cover the column of picture cues and have students read the words.

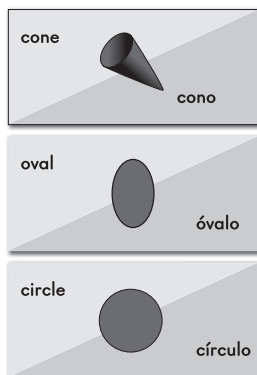
Keep the *Poster* displayed in a central area and refer to it while teaching individual cognate sets.

A Note about False Cognates

Not all words that look and sound alike in Spanish and English have the same meaning. False cognates are pairs of words that can confuse language learners—although *pie* looks like it could mean “pie”, it actually refers to a unit of measurement—*foot*, in Spanish. It’s best to point out the existence of false cognates before they create confusion for English language learners.

The Shape Cognate Strips

Once students understand the concept of cognates, introduce cognate pairs using the *Cognate Strips*. On each *Strip*, there is the English name for the shape, a picture cue, and the Spanish name. The picture cue between the two words connects the graphemes to an image that helps build a strong mental model for English language learners.

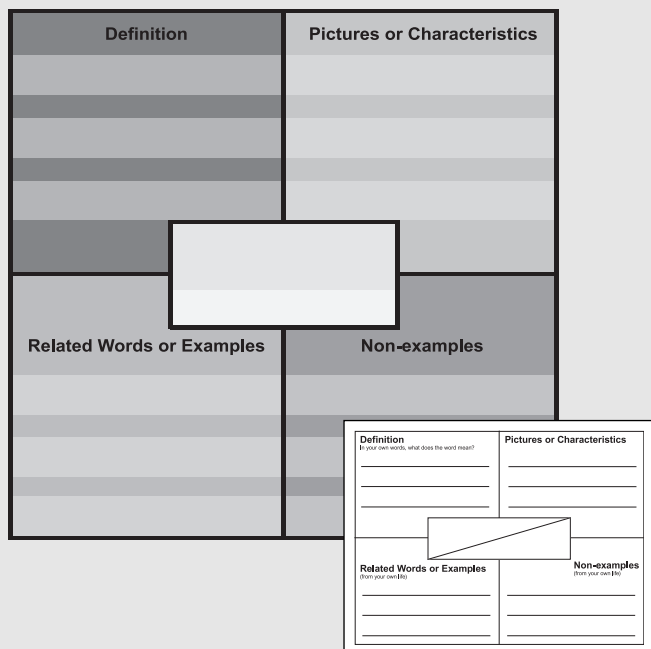


How to Use the Shape Cognate Strips in the Frayer 4-Square Model Pocket Chart

The Frayer 4-square model helps students develop a deeper understanding of a concept. Moving from one quadrant to the next, students will define the term, describe its essential characteristics, provide related words or examples of the concept, and refine their understanding by offering non-examples. By knowing what something is not, one has a greater understanding of what something is.

Note about this lesson

The *Cognate Strips* are intended for use in the *Frayer 4-Square Model Pocket Chart* (#304851); however, they can be used in a standard large pocket chart. Before starting the lesson, make headers and place them in the four sections of the *Pocket Chart* as shown below:



Have blank sentence strips available for use during the lesson. Make copies of the *Frayer 4-Square Model Reproducible* if you plan to have students fill them in as you do the activity.

Pace the lesson to match the level of your students. Introduce the concept one day, and complete different steps of the activity on subsequent days, allowing for a review period each day. A suggested sequence would be to complete Steps 1-4 on Day 1, Steps 5-6 on Day 2, and Steps 7-9 on Day 3. Always check for understanding before moving on to the next step of the lesson.

asking them how the non-examples are different from the shape being studied. Use the vocabulary from the *Characteristics* section as a basis for comparison, pointing to the appropriate vocabulary strips as you ask questions. For example, “Does the clock have four sides? Does the computer screen have two sides that are longer than the other?”

Definition	Pictures or Characteristics
A rectangle is a shape that looks like a tall, thin building.	It has four sides. 1 2 3 4
	Opposite sides of the rectangle are the same length.
	It can be tall or long.
rectangle rectángulo	
Related Words or Examples	Non-examples
rectangular rectangles	clock
whiteboard	computer screen
window door	

9. Once the *Pocket Chart* is complete, review key vocabulary and pronunciation. Check for understanding, using a combination of physical, verbal, and written responses.

The Shape Cognate Learning Deck Cards™

The *Shape Cognate Learning Deck Cards™* include three *Cards* for each of the geometric shapes on the *Poster* and *Cognate Strips*—one *Card* each for the English word, the Spanish word, and the picture representation. The backs of the *Cards* are different colors so students do not confuse English and Spanish words, and so that *Cards* can be easily separated for matching games.



Shape Cognate Concentration

Use only a selection of the *Shapes Cognate Learning Deck Cards™* for this game making sure to include all three *Cards* for each shape term.

1. Use the color-coding on the backs of the *Cards* to separate the English words, the Spanish words, and the picture cues into three piles.
2. Shuffle each pile and place them facedown in rows on a table or flat surface.
3. Players turn over three *Cards* at a time—one of each color—to see if they can make a match. They read the words aloud and name the picture. If a match is made, players keep the *Cards* and get another turn. If a match is not made, players turn the *Cards* back over.
4. Players take turns until all the *Cards* are matched up.

Shape Cognate Match Up

This is a whole class activity and the number of *Shape Cognate Learning Deck Cards™* used will depend on the number of students in your class. Students will partner up in threes, so it is important to include the complete set for each shape cognate—the English word, the Spanish word, and the picture cue.

1. Pass out one *Card* facedown to each student.
2. Have students turn over their *Cards* and read their words or name their pictures.
3. Explain to students that they will look for their two cognate partners. As soon as they find each other, they will sit down together.
4. Set a timer.
5. Have students find their two shape cognate partners.
6. Stop the timer as soon as all students are seated with their partners.
7. Go around the class and have the groups of three each present on their shape. Give each student a distinct role—one will name the shape (in English and in Spanish), another will describe it, and the last will name an item in the classroom that matches that shape. (Distribute these roles based on language level.)
8. Repeat the activity and compare how quickly the students find their matches.

Shape Cognate Sort

Select three to five shapes from the *Learning Deck Cards™* and place them at the top of a large pocket chart in separate columns. Have students work in pairs to find objects in the classroom or think of objects in their life that fit in each category. Have them record their answers on index cards and place them under the correct

Really Good Stuff® Teaching Guide

English/Spanish Cognates: Shapes

category headers. Review each column together. Have students describe the common attributes of the items in each column.

Cognate Activities Using the Reproducibles

The Frayer 4-Square Model Reproducible

There are a number of ways to use the Frayer 4-Square Model Reproducible.

- Have students complete the reproducible as you model the activity using the *Pocket Chart*.
- Once students are familiar with how to fill out the four sections of the *Pocket Chart*, have them work in pairs to add examples and non-examples on their reproducible. Elicit responses from the group when pairs have had time to make their own connections to the shape terms—either by looking in the classroom, in the garden, or on the playground.
- Send the reproducible home as homework. Complete the first two sections of it together, and then have students look for examples and non-examples at home.

Definition <small>In your own words, what does the word mean?</small> _____ _____ _____	Pictures or Characteristics _____ _____ _____
Related Words or Examples <small>(from your own life)</small> _____ _____ _____	Non-examples <small>(from your own life)</small> _____ _____ _____

How Are the Shape Cognates Alike? Reproducible

Help children discover how cognate pairs are similar. As you introduce the shape cognate pairs, have students use the *How Are the Shape Cognates Alike?*

Reproducible. Select a cognate pair and instruct students to write the English word in the first column and the Spanish word in the second column. Have them look closely at the two words and circle the letters they have in common. Have them write those letters in the third column and the total number of letters they share in the small box. Instruct them to draw the shape in the last column.

How Are the Shape Cognates Alike? Reproducible

Name: _____

How Are the Shape Cognates Alike?

1. Write the English word and the Spanish word for each shape cognate pair.
2. Circle the letters that are alike in both words. Write those letters under the eye. Count how many you wrote and write the total number in the small box in the corner.
3. Draw a picture of the shape under the eye.

English Word	Spanish Word	How do the words look alike?	Illustration
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

Related Really Good Stuff® Products:

- Frayer 4-Square Model Pocket Chart: (#304851)
- English/Spanish Cognates: Animals (#304772)
- English/Spanish Cognates: Transportation (#304776)
- English/Spanish Cognates: Food (#304769)

Shape Cognates List Reproducible

Have students practice naming the shape terms in pairs using the *Shape Cognates List Reproducible*. Students fold over the left side of the reproducible so that the English words are not visible. One student points to a picture and the other student names the geometric shape. Students take turns until all the shapes are named. Depending on the language level of your students, one student may point to a picture cue and the other student may write the name of the shape on a separate sheet of paper.

Use the back of the *Shape Cognates List Reproducible* to record additional shape cognates students encounter at home and in classroom activities.

Shape Cognates List Reproducible



name: _____

Fold on dotted line to cover the English word.

circle		círculo
cone		cono
cube		cubo
curve		curva
cylinder		cilindro
ellipse		elipse
hexagon		hexágono
octagon		octógono
oval		óvalo
pentagon		pentágono
point		punto
pyramid		pirámide
rectangle		rectángulo
rhombus		rombo
semicircle		semicírculo
sphere		esfera
triangle		triángulo
tube		tubo

How Are the Shape Cognates Alike?

1. Write the English word and the Spanish word for each shape cognate pair.
2. Circle the letters that are alike in both words. Write those letters under the eye. Count how many letters you wrote, and write the total number in the small box in the corner.
3. Draw a picture of the shape under the crayon.

English Word	Spanish Word	How do the words look alike? 	Illustration 
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	

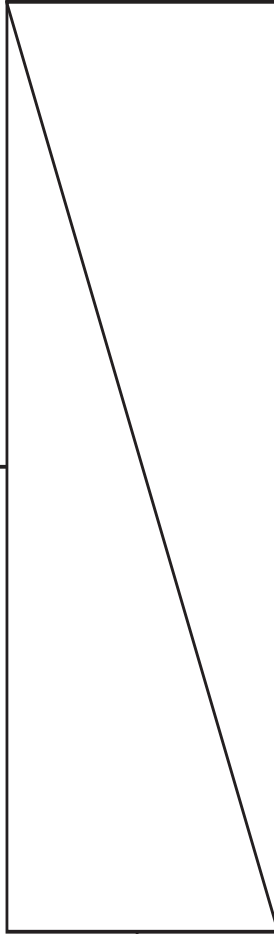
Pictures or Characteristics

Non-examples (from your own life)

Definition

In your own words, what does the word mean?

Related Words or Examples (from your own life)



Fold on dotted line to cover
the English word.

circle



círculo

cone



cono

cube



cubo

curve



curva

cylinder



cilindro

ellipse



elipse

hexagon



hexágono

octagon



octágono

oval



óvalo

pentagon



pentágono

point



punto

pyramid



pirámide

rectangle



rectángulo

rhombus



rombo

semicircle



semicírculo

sphere



esfera

triangle



triángulo

tube



tubo