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**Spanish
Phonology Cards
Tarjetas de
Pares Minimias**

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Decks Include:

1. Oclusivización (Stopping)
2. Omisión de Consonantes Finales
(Final Consonant Deletion)
3. Sonorización Prevocálica (Prevocalic Voicing)
4. Frontalización (Fronting)
5. Reducción de Grupo Consonántico
(Cluster Reduction)
6. Errores de r y rr (Errors of r and rr)
7. Omisión de Consonantes Iniciales
(Initial Consonant Deletion)
8. Omisión de Sílabas Átonas
(Weak Syllable Deletion)



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Spanish Phonology
Cards**

Deck 1- Oclusivización (Stopping)
28 sets (56 cards)

- 1 A/B sarta/tarta (string, tart)
- 2 A/B cinta/tinta (tape, ink)
- 3 A/B sierra/tierra (saw, Earth)
- 4 A/B rosa/rota (rose, broken)
- 5 A/B piso/pito (floor, whistle)
- 6 A/B foso/foto (hole, photo)
- 7 A/B paso/pato (step, duck)
- 8 A/B plaza/plata (plaza, silver)
- 9 A/B falsa/falta (false, mistake)
- 10 A/B salsa/salta (sauce, jump)
- 11 A/B sesenta/setenta (60, 70)

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- 12 A/B sabe/cabe (he/she knows, it fits)
- 13 A/B sola/cola (alone, tail)
- 14 A/B sopa/copa (soup, goblet or stemmed glass)
- 15 A/B plaza/placa (plaza, plaque)
- 16 A/B cerro/perro (hill, dog)
- 17 A/B sala/pala (living room, shovel)
- 18 A/B seso/peso (brain, weight)
- 19 A/B cosa/copa (thing, goblet or stemmed glass)
- 20 A/B taza/tapa (cup, lid)
- 21 A/B casa/capa (house, cape)
- 22 A/B masa/mapa (mass or volume, map)
- 23 A/B foca/poca (seal, little amount)
- 24 A/B fila/pila (row, sink)
- 25 A/B fuente/puente (fountain, bridge)
- 26 A/B fiel/piel (loyal, fur)
- 27 A/B foro/toro (court, bull)
- 28 A/B gafas/gatas (glasses, female cats)

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**Deck 2 - Omisión de Consonantes
Finales (Final Consonant Deletion)**
28 sets (56 cards)

- 1 A/B costar/costa (to cost, coast)
- 2 A/B aguar/agua (to water, water)
- 3 A/B sur/su (south, your)
- 4 A/B avenar/avena (to drain, oats)
- 5 A/B cejar/ceja (to back up, eyebrow)
- 6 A/B cercar/cerca (to fence in, close)
- 7 A/B mayor/mayo (older, May)
- 8 A/B salvar/salva (to rescue, salute)
- 9 A/B solar/sola (solar, alone)
- 10 A/B mes/me (month, me)
- 11 A/B capaz/capa (spacious, cape)

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- 12 A/B pitón/pito (python, whistle)
- 13 A/B bajón/bajo (bassoon, under)
- 14 A/B bombón/bombo (bonbon, astounded)
- 15 A/B botón/boto (button, dull)
- 16 A/B buzón/buzo (mailbox, diver)
- 17 A/B canon/cano (canyon, gray-haired)
- 18 A/B galán/gala (gallant, full dress)
- 19 A/B limón/limo (lemon, mud)
- 20 A/B ratón/rato (mouse, time or while)
- 21 A/B sedán/seda (sedan, silk)
- 22 A/B animal/animal (animal, he/she encourages)
- 23 A/B batel/bate (small boat, baseball bat)
- 24 A/B ideal/idea (perfect, idea)
- 25 A/B canal/cana (canal, gray hair)
- 26 A/B clavel/clave (carnation, clue)
- 27 A/B mil/mi (1,000, my)
- 28 A/B piel/pie (fur, foot)

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**Deck 3 - Sonorización Prevocálica
(Prevocalic Voicing)**

28 sets (56 cards)

- 1 A/B paja/baja (*straw, he/she descends*)
- 2 A/B pase/base (*pass, base*)
- 3 A/B pasta/basta (*dough, rough*)
- 4 A/B pata/bata (*paw, smock*)
- 5 A/B parca/barca (*frugal, small boat*)
- 6 A/B pez/vez (*fish, time*)
- 7 A/B pista/vista (*track, view*)
- 8 A/B poca/boca (*little amount, mouth*)
- 9 A/B pelo/velo (*hair, veil*)
- 10 A/B panda/banda (*panda, musical band*)
- 11 A/B paso/vaso (*step, glass*)

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- 12 A/B tía/día (*aunt, day*)
- 13 A/B tuna/duna (*prickly pear, dune*)
- 14 A/B tos/dos (*cough, two*)
- 15 A/B toma/doma (*he/she takes, taming of a horse*)
- 16 A/B té/dé (*tea, give*)
- 17 A/B cama/gama (*bed, doe*)
- 18 A/B cala/gala (*calla lily, elegance*)
- 19 A/B casa/gasa (*house, gauze*)
- 20 A/B cata/gata (*tasting, female cat*)
- 21 A/B cayo/gallo (*reef, rooster*)
- 22 A/B col/gol (*cabbage, goal*)
- 23 A/B coma/goma (*comma, glue*)
- 24 A/B cota/gota (*coat of arms, drop*)
- 25 A/B caseta/gaceta (*small house, gazette*)
- 26 A/B cacho/gacho (*piece, bent*)
- 27 A/B cola/gola (*tail, throat*)
- 28 A/B corro/gorro (*group of talkers, cap*)

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Deck 4 - Frontalización (Fronting)

28 sets (56 cards)

- 1 A/B cara/para (*face, for*)
- 2 A/B queso/peso (*cheese, weight*)
- 3 A/B caño/paño (*tube, cloth*)
- 4 A/B casa/pasa (*house, raisin*)
- 5 A/B concha/poncha (*shell, lazy*)
- 6 A/B costa/posta (*cost, piece*)
- 7 A/B costura/postura (*sewing, posture*)
- 8 A/B canal/panal (*canal, honeycomb*)
- 9 A/B can/pan (*dog, bread*)
- 10 A/B saco/sapo (*sack, toad*)
- 11 A/B codo/todo (*elbow, all*)

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- 12 A/B casa/taza (*house, cup*)
- 13 A/B canto/tanto (*song, so much*)
- 14 A/B capa/tapa (*cape, lid*)
- 15 A/B corre/torre (*he/she runs, tower*)
- 16 A/B corta/torta (*he/she cuts, cake*)
- 17 A/B cubo/tubo (*bucket, tube*)
- 18 A/B cuna/tuna (*cradle, prickly pear*)
- 19 A/B placa/plata (*plaque, silver*)
- 20 A/B laca/lata (*hair spray, tin can*)
- 21 A/B pico/pito (*beak, whistle*)
- 22 A/B boca/bota (*mouth, boot*)
- 23 A/B roca/rota (*rock, broken*)
- 24 A/B gasa/basa (*gauze, base of column*)
- 25 A/B gorra/borra (*cap, he/she erases*)
- 26 A/B goma/doma (*glue, taming of a horse*)
- 27 A/B gato/dato (*cat, document*)
- 28 A/B lago/lado (*lake, side*)

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**Deck 5 - Reducción de Grupo
Consonántico (Cluster Reduction)**

28 sets (56 cards)

- 1 A/B prestar/restar (to give, to subtract)
- 2 A/B precio/recio (price, fast)
- 3 A/B probar/robar (to prove, to rob)
- 4 A/B prisa/risa (hurry, laugh)
- 5 A/B prosa/rosa (poem, rose)
- 6 A/B frío/río (cold, river)
- 7 A/B fruta/ruta (fruit, route)
- 8 A/B freno/reno (brake, reindeer)
- 9 A/B tropa/ropa (troop, clothes)
- 10 A/B trato/rato (deal, time or while)
- 11 A/B drama/rama (play, branch)

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- 12 A/B criada/riada (maid, flood)
- 13 A/B cresta/resta (summit, subtraction)
- 14 A/B grana/rana (seed, frog)
- 15 A/B grato/gato (pleasing, cat)
- 16 A/B plancha/lancha (iron, barge)
- 17 A/B plana/lana (flat, wool)
- 18 A/B playa/laya (beach, spade)
- 19 A/B plata/lata (silver, tin can)
- 20 A/B plazo/lazo (payment, lasso)
- 21 A/B flaca/laca (thin, hair spray)
- 22 A/B flote/lote (floating, lottery prize)
- 23 A/B flecha/fecha (arrow, date)
- 24 A/B flama/fama (flame, fame)
- 25 A/B clava/lava (club, he/she washes)
- 26 A/B clima/lima (climate, lime)
- 27 A/B tecla/tela (piano key, cloth)
- 28 A/B globo/lobo (balloon, wolf)

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**Deck 6 - Errores de r y rr
(Errors of r and rr)**

28 sets (56 cards)

- 1 A/B rana/lana (frog, wool)
- 2 A/B rama/lama (branch, mud)
- 3 A/B raya/laya (line, spade)
- 4 A/B rata/lata (rat, tin can)
- 5 A/B rey/ley (king, law)
- 6 A/B risa/lisa (laugh, smooth)
- 7 A/B roca/loca (rock, crazy)
- 8 A/B rosa/losa (rose, slab)
- 9 A/B robo/lobo (robbery, wolf)
- 10 A/B rima/lima (rhyme, lime)
- 11 A/B rucio/lucio (gray, shiny)

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- 12 A/B raja/laja (crack, reef)
- 13 A/B Roma/loma (Rome, knoll)
- 14 A/B serena/Selena (serene, girl's name)
- 15 A/B muro/mulo (wall, mule)
- 16 A/B para/pala (to or for, shovel)
- 17 A/B vera/vela (edge, candle)
- 18 A/B barón/balón (baron, football)
- 19 A/B hora/ola (hour, wave)
- 20 A/B cara/cala (face, calla lily)
- 21 A/B porte/pote (postage, pot)
- 22 A/B mira/mía (he/she looks at, mine)
- 23 A/B cerda/seda (sow, silk)
- 24 A/B mar/mal (ocean, bad)
- 25 A/B ser/sé (to be, I know)
- 26 A/B solar/sola (solar, alone)
- 27 A/B perro/pelo (dog, hair)
- 28 A/B garra/gala (talon, elegance)

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**Deck 7 - Omisión de Consonantes
Iniciales (Initial Consonant Deletion)**
28 sets (56 cards)

- 1 A/B paz/haz (peace, you make)
- 2 A/B puerta/huerta (door, vegetable garden)
- 3 A/B pasta/asta (dough, spear)
- 4 A/B boca/oca (mouth, goose)
- 5 A/B bola/ola (ball, wave)
- 6 A/B voy/hoy (I go, today)
- 7 A/B boda/oda (wedding, female poet)
- 8 A/B vida/ida (life, departure)
- 9 A/B bajo/ajo (under, garlic)
- 10 A/B baño/año (bathroom, year)
- 11 A/B fonda/onda (inn, wave)

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- 12 A/B faro/aro (lighthouse, hoop)
- 13 A/B filo/hilo (edge, thread)
- 14 A/B abril/abril (factory, April)
- 15 A/B zumo/humo (fruit juice, smoke)
- 16 A/B saber/haber (to know, to have)
- 17 A/B cielo/hielo (sky, ice)
- 18 A/B sala/ala (living room, wing)
- 19 A/B tabla/habla (board, speech)
- 20 A/B techo/hecho (roof, finished)
- 21 A/B coro/oro (chorus, gold)
- 22 A/B cabe/ave (it fits, female bird or songbird)
- 23 A/B cuña/uña (wedge, nail)
- 24 A/B gato/hato (cat, flock)
- 25 A/B nada/hada (none, fairy)
- 26 A/B lora/hora (female parrot, time)
- 27 A/B lleno/heno (full, hay)
- 28 A/B rojo/ojo (red, eye)

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**Deck 8 - Omisión de Sílabas
Átonas (Weak Syllable Deletion)**
28 sets (56 cards)

- 1 A/B paloma/loma (dove, knoll)
- 2 A/B vianda/anda (food, he/she walks)
- 3 A/B sirena/reina (mermaid, queen)
- 4 A/B sistema/tema (system, topic)
- 5 A/B zapato/pato (shoe, duck)
- 6 A/B solista/lista (musical soloist, list)
- 7 A/B talento/lento (talent, slow)
- 8 A/B trofeo/feo (trophy, ugly)
- 9 A/B trabajo/bajo (work, under)
- 10 A/B rebaño/baño (flock, bathroom)
- 11 A/B revista/vista (magazine, view)

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- 12 A/B caminar/minar (to walk, to mine)
- 13 A/B candado/dado (padlock, a die)
- 14 A/B corbata/bata (tie, robe)
- 15 A/B cuarenta/renta (forty, rent)
- 16 A/B gusano/sano (worm, healthy)
- 17 A/B apoyo/pollo (support, chicken)
- 18 A/B avena/vena (oats, vein)
- 19 A/B apero/pero (gear, but)
- 20 A/B unido/nido (united, nest)
- 21 A/B hermano/mano (brother, hand)
- 22 A/B pantalones/talones (pants, heels)
- 23 A/B descontento/contento (fussy, content)
- 24 A/B descuidado/cuidado (careless, careful)
- 25 A/B desconectada/conectada (disconnected, connected)
- 26 A/B limonada/monada (lemonade, funny face gesture)
- 27 A/B ensalada/salada (salad, salted)
- 28 A/B alcanzando/cansando (reaching, making something tired)

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Game Ideas

Each deck in the *Webber® Spanish Phonology* set contains 28 minimal pairs labeled as Card A and Card B. Review all cards in the deck with your students prior to playing. Present Card A and have the student name the picture. Do the same with Card B. If the student gives the same name on Card B for both cards, review Cards A and B to demonstrate that each card in the pair is different. Provide cues until the student says Card A correctly. Continue with all card pairs.

If the student is using the process of Posteriorización (Backing), you may use the Frontalización (Fronting) to practice in therapy. For this activity, always present Card B and then follow with Card A.

Webber® Spanish Phonology Cards also contain ¡Fiesta de Fonología! cards, content cards, and game ideas. When playing, hide a ¡Fiesta de Fonología! card under another card and if the student finds it, he/she keeps the card or takes another turn. To add more fun, try these games:

Fun 'N' Games: Use any open-ended game board to keep your students motivated. Present a pair of cards to the student and have the student say the word pair. Student then rolls the die to determine how many tokens to place on his/her game board. Play continues in turn. First player to cover his/her entire board wins.

What's the Story?: Place one to two cards face up in a row. Therapist tells a story using the cards in that order. Therapist then mixes up the cards and has the student put them back in story order. Then, student retells the story or fills in the word(s) as the therapist retells the story. Student keeps all cards he/she says correctly. Play continues in turn. Student with the most cards wins.

Rhyme Time!: Place all cards face down on the table. Student picks up the top card and says the word correctly. Then, student says a word that rhymes with the picture card that he/she has chosen. Student keeps all cards for which he/she is able to give a rhyming word. Play continues in turn. Student with the most cards wins.

Three Times the Fun: Place all Card A cards down on the table. Student picks up the top card and says the word correctly. Then, student will say three words that contain a sound/process he/she is practicing. Student receives a point for each word containing the practice sound/process. Play continues in turn. Student with the most points wins.

Simon Says: Therapist places two to four card pairs face up on the table. Say “*Simon Says touch the _____*” or “*Simon Says _____.*” The student then touches and names the appropriate card. Student keeps cards he/she names correctly. Play continues in turn. Student with the most cards wins.

What Am I Talking About?: Therapist places a card pair face up on the table. Therapist describes a card. If the student can correctly identify and pronounce the described card, he/she gets card pair. Play continues in turn. Student with the most cards wins.

To Be Silly or Not To Be Silly: Therapist places card pair face up on the table and then makes a silly sentence using both words. Have student change the statement to make sense using both words. Give a point for each correct sentence. Play continues in turn. Player with the most points wins.

What’s on TV?: Therapist draws a picture of a TV on a piece of paper, including an antenna and TV knobs. Therapist presents a card pair and tells student to put one card on the TV. Therapist then asks, “*What’s on TV?*” Student responds with correct production of the word.