

PA 5, FRIDAY-

INTRO

Whether you're a teacher who's on your way to school to work with kids and you're leaning into the science of reading movement, or you're on your way to tutor some great kids who are struggling with learning to read and spell well, or you're a parent who'd like to learn to better equip and inspire your children from home, the *On Your Way* podcast is for you.

I'm Dr. Christina Williams, and I'm your host.

BUILDING BLOCK #6a

Tap the Sounds in Words

In the next game, your children will demonstrate the number of sounds (or phonemes) in words. This skill will be tremendously important as kids begin writing. They'll need to be able to represent each sound, with letters, as they record their thoughts onto paper.

You will need a tapper or a wand of some sort. You could use a small mallet from a xylophone, or a pencil with a decorative eraser, or even a Dum Dum sucker would work. You will also need a piece of copy paper, some sticky notes (15), and a pencil. You may wish to cut some simple pictures (15) out of magazines, too.

To begin, you will say a word and the children will tap one of your fingers for each sound in each word. They will count the fingers tapped to determine the total number of sounds in each word.

For example, you might say the word *foot*. You can stretch it out/say it slowly, together. You might want to grab those Slinky-type toys or the large rubber bands that we used in video number three, to begin. Then, say the word again, but this time, ask your children to tap one of your fingers as they make each sound. You can help by holding out the pointer finger, then the middle finger, etc. until the final sound of the word is made. So, you're kind of guiding the sound-stretching by holding out your fingers, one at a time, as you make the sounds. Then, hold your fingers upright and show and say how many sounds were in the word.

Later, if it seems appropriate, you can have the children tap their own fingers to determine how many sounds are in some words.

Then, kids can go tapping around the room, stretching out words, determining how many sounds they hear. (e.g., r-u-g, 3 sounds, c-a-t, 3 sounds, t-a-b-le, 4 sounds, ch-ee-se, 3 sounds, o-v-e-n, 4 sounds, sh-e-l-f, 4 sounds)

I need to note, here, that some words are really tricky. For example, the word fox has only three letters, but it has four sounds: /f/-/o/-/k/-/s/

The letter q also makes two sounds: /k/-/w/

Even words like coin would say /k/-/o/-/ee/-/n/. The o-i makes two sounds, but it doesn't exactly match the individual letters.

One more thing, before we move on: Please do NOT label your home with word cards. This practice can do far more harm than good. We do not want our kids trying to recall words by sight.

BUILDING BLOCK #6b

I Say It Quickly, You Say It Slowly

For this game, you'll need those slinky-type toys (or another stretchy item). This time, rather than stretching out the sounds together, you will hold the slinky-type toy between your two hands. Keeping it compact, you will say a word in your regular speaking voice. You won't be slowing it down, but you may be very carefully enunciating to be sure your words are very clear. So, you might say, "dog". Your children will repeat the word, and you'll verify that it is correct. Then, *invite the kids to stretch out the word*, saying it in s-l-o-w m-o-t-i-o-n, pulling the Slinky-type toy, bit-by-bit, to show each sound in the word, dog. Then, have them quickly slide the sounds back together and say the whole word.

You'll want to be sure kids don't put two or more sounds together. They should be able to demonstrate each and every sound, stretching across the word. It should look like this:

dog	d	-	o	-	g	-----	dog
		not right-		do - g			
		not right-		d - og			

*If this is a challenge, don't worry. I am including so many ways to practice that you may want to move on and then circle back after a couple of days.

Word List for Stretching

You say: Your children say:

Words With Two Sounds:

as	/a-z/
egg	/e-g/
we	/w-e/
if	/i-f/
at	/a-t/
it	/i-t/
up	/u-p/
us	/u-s/
on	/o-n/

ought /o-t/

Words With Three Sounds:

sip /s-i-p/
net /n-e-t/
mug /m-u-g/
church /ch-ur-ch/
rope /r-oa-p/
lawn /l-o-n/
bit /b-i-t/
cash /c-a-sh/
moth /m-o-th/
chat /ch-a-t/

Words With Four Sounds:

snack /s-n-a-k/
steak /s-t-ay-k/
smell /s-m-e-l/
fist /f-i-s-t/
teacher /t-ea-ch-r/
winner /w-i-n-r/
lucky /l-u-ck-ee/
stop /s-t-o-p/
flag /f-l-a-g/
jelly /j-e-ll-ee/

Words With Five Sounds:

peanut /p-ea-n-u-t/
sandy /s-a-n-d-ee/
tracks /t-r-a-k-s/
muffin /m-u-ff-i-n/
dandy /d-a-n-d-ee/
chicken /ch-i-ck-e-n/
kisses /k-i-ss-e-s/
camper /c-a-m-p-er/
plant /p-l-a-n-t/
mitten /m-i-tt-e-n/

BUILDING BLOCK #7a

Sound Mat Sliding Game

For the next game, we'll need a paper that is divided into eight boxes, four across and two high. In the top four boxes, you'll draw four lines, one in each, centered. We will call these papers *sound mats*. You will need four coins, fruit snacks, game movers, checkers, or some other similar items. Finally, you'll need some picture cards. You can draw simple pictures on sticky notes, or you can collect simple pictures from magazines. You'll need about 15. As you're drawing or collecting, be sure to choose pictures with items that have only 2-4 sounds. I'm including a list of easy-to-draw items and the number of phonemes, for your convenience. I even added some extras just in case some of these don't seem easy for you. ☺

[frog-4, egg-2, hat-3, glove-4, ball-3, chair-3, tent-4, table-4, cat-3, dog-3, house-4, spoon-4, fire-3, leg-3, flag-4, sock-3, bike-3, boots-4, rain-4, hand-4, toe-2, tree-3, foot-3, leaf-3, bird-3, boots-4, pig-3, teeth-3, smile-4, toes-3, sock-3, mitten-4, bottle-4, apple-3, worm-3, lips-4, bat-3, leg-3, nest-4]

To begin this game, place your *movers* (cereal pieces, coins, or other) in the empty bottom boxes that have no lines. Draw a picture card from the pile of cards. Stretch out the sounds, sliding one mover up for each sound in the word, beginning on the left side. Some words will need only two movers to slide up, while other words require that all of the movers be moved.

(To make magnetic boards, you use a cookie sheet, some washi tape, and four magnets. You could even make *parking spaces* and move up one car for each sound.)

Eventually, you could use magnetic letters to replace the movers, to represent the sounds on each line. You should only use words where each sound is represented by a single letter. (e.g. frog, cat, dog, flag, hand, pig, lips, bat, leg, nest)

BUILDING BLOCK #7b

Make the Sounds Racetrack

Another way to encourage fun while practicing the same foundational building block is to place stickers on a strip of cardboard* and use it as a game board/racetrack. You'll play with your children, so you'll each need a mover. Take turns pulling pictures from a pile, one at a time. The number of spaces you move your mover down the track is determined by the number of sounds in the word on your picture card. If my card has a **bat** on it, I'll move three spaces. As I land on each space, I'll make each sound, like this: /b/-/a/-/t/. See who gets to the end first!

*I use multi-colored plain round stickers from the dollar store and bulletin board border, with straight edges on both sides, cut in half, from office/teacher supply stores.

BUILDING BLOCK #7c-

Tap Light Sounds

Use four tap lights to demonstrate recognition of the sounds in words. I say a word and tap one

light for each sound in the word. Move from left to right, across the tap lights.

0	0	0	0
/t/	/a/	/p/	-
0	0	0	0
/t/	/r/	/a/	/sh

To extend the learning, a little later on, you can even have kids write, with a dry erase marker, right on the tap lights, the letters that are represented by each shining light, Cool, huh?

BUILDING BLOCK #7d-

Magnetic Sound Slide

Another fun building block activity makes use of magnetic wands and magnetic chips to slide sounds together.

There are magnetic wands and magnetic bingo chips that some diehard bingo players use. There are also magnetic wands and counting chips marketed for educational purposes. Either set is about \$7-\$8, and they can be ordered online. Most sets have LOTS of chips, but only one wand. I've used magnetic sticks made for pulling canning jar lids out of hot water, and they work well, too. Mine was about \$0.99 from Big Lots, so I bought quite a few.

If you use your sound mat from building block #7b Sound Mat Sliding Game, you can place the magnetic chips on the bottom half of the mat. Slide one up for each sound in the word, then, one-by-one, gather the chips up with your wand, moving left to right across the chips. This provides a satisfying *clink* for each sound. How cool is that?!

Well, this concludes Phonemic Awareness, Video #4. I hope you enjoy playing with words alongside your soon-to-be reader. Remember, as you play these games together, you are adding building blocks to your child's Literacy Foundation.

OUTRO-

Hey, everyone. We hope you've enjoyed this episode of On Your Way with, me, Dr. Christina Williams. We'd love some feedback. Give us a "thumbs up" if you liked what you heard. Tell us, in the comments, what worked and please share what we could do to make these podcasts even better.

If you appreciate what we're doing, and you believe it may benefit you and your soon-to-be readers, subscribe to our weekly newsletter at www.bookbums.com/blog

Finally, the greatest compliment for us is for you to share our content with others.

We have a mission to get kids reading— and to make it fast and FUN!

PS If you're a teacher in the greater Cincinnati area, we're always looking for great tutors to join our team. Just email me, Dr. Christy, at christy@bookburns.com. If you're not local, and you're interested in tutoring on your own, check out our "everything's included tutoring curriculum" available for purchase. It's really reasonably priced as in you could pay for it within 4-5 tutoring sessions. After that, everything you make is income to pay off student loans, plan that family vacation, or add to your savings.

Our Foundations for Literacy curriculum absolutely works—every single time—and it's fast and fun for both the teacher and the student.