

PA 2, TUESDAY-

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.

Today's topic is: phonemic awareness; words *beginning* with the same sounds & words *ending* with the same sounds

If you haven't already watched the first Phonemic Awareness video (number one), which focuses on rhyming, I highly suggest that you watch it before watching this one. That's where I define phonemes, and I provide tips for enjoying effective, fun-filled literacy experiences with your children. This second video in the Phonemic awareness series will focus on beginning and ending sounds.

Remember, the English language is a code-based language. For us, that simply means that we have symbols, or letters, that represent sounds, or phonemes. Today, we're just going to think about and play with beginning and ending sounds in words (not, necessarily including the vowel). As you begin to heighten your children's awareness of beginning and ending sounds through playful, foundation-building interactions, your soon-to-be-readers are becoming better equipped to connect those sounds with letters. That's phonics. Today, we're focusing on sounds without addressing letter names. In other words, we're continuing our work on building phonemic awareness.

BUILDING BLOCK #2a-

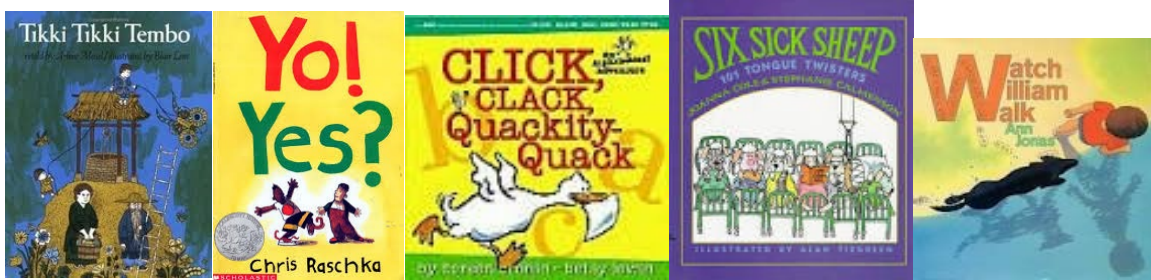
Comparing Beginning Sounds in Words

For this lesson, you may wish to have some flavored lip balm, a handheld mirror and a tissue. It sounds crazy, maybe, but you'll soon see why . . .

Today, we are working to heighten kids' awareness of sounds and what our mouths are actually doing when we produce those sounds. Often, I use my pointer fingers, pointing to my mouth, to accent the sound to which I want them to pay close attention. There are quite a few letters and letter combinations that sound similar to others, and we want to help our kids distinguish those sounds one from another. Recognizing what our mouths are doing as we make sounds can be helpful in distinguishing letter sounds, later, and even in promoting accurate speech, which absolutely can impact spelling skills. (e.g., twuck vs truck)

As I will often do, I encourage you to find a book to kick off this lesson featuring alliteration, or words that begin with the same sounds. If you already have some, wonderful! If not, here are some that you can pick up at your library or local bookstore, or you can order them online.

Here are some examples:



Bookbums.com is an Amazon Associate; We earn from qualifying purchases. This means that if you click on a link to Amazon.com and make a purchase, We may earn a small commission at no extra cost to you. We do recommend the products. Feel free to find them by other means.

In the show notes, you may find some helpful links.

As you're reading these books, stop on occasion and ask, "What words, in this sentence, begin with the same sounds?" Read the sentence to the children. Do not have them look at the page. We don't want them to rely on finding the same beginning letters on a page. That is an unreliable approach. We want our kids to hear the sounds, to notice when sounds are similar, and to notice when they differ.

To add to the fun, you can encourage your soon-to-be reader to use some flavored lip balm as we will strive to heighten awareness of what our mouths are doing when we produce certain sounds. It's often the small things that generate great enthusiasm in our kids. ;)

To play the first game, you'll use the words in the show notes. Point one pointer finger to your mouth when you make the first sound. Move it away from your mouth as you make the rest of the sounds in the first word. Then, point the other pointer finger to your mouth when you make the first sound of the second word, and move it away from your mouth as you make the rest of the sounds. You just want to highlight what your mouth is doing at the beginnings of both words, so your children can more readily note the similarities or differences as you produce the sounds.

I do this, in the beginning, because sometimes kids don't quite *get* what I mean when I say, "What sound comes at the beginning of the word." It may be a little abstract for young ones, at first.

You can even ask, "What were my lips doing at the beginning of the first word? What were they doing at the beginning of the second word? Are they the same sounds, or are they different sounds?"

There are some really tricky words with beginning sounds that may require the use of a tissue. For example, when we say *ship* and *chuck*, our mouths are doing nearly the same things for the beginning sounds. The primary difference is the way the air is pushed through our mouths. You may use a tissue, held in front of your mouth, to demonstrate the difference. Another example where a tissue may be necessary is with the words *thin* and *that*. They do begin with exactly the same letters, but they make slightly different sounds. I'm not sure where I learned these terms, but I refer to the two sounds for t-h as either a puff/unvoiced (as in thin) or a buzz/voiced (as in that).

As you're working together, you may notice that some children have some speech considerations. For example, the words *finger* and *think* do not have the same beginning sounds,

but, many young learners say *think* like this: /fink/. You may note with your children, that kids often confuse those sounds. If one of your children does this, be matter-of-fact about it. No drama. Explain that you could practice saying the sound correctly, if you'd both like to. Then, let it go. Move on. Remember to avoid saying, "No." Instead, try saying, "That's the tricky one. We'll get it. Remember, (e.g. /th/) this is the one where you stick out your tongue. I think *you* put your teeth on your bottom lip. Watch me. Do you see my tongue? That's what we do when we make the /th/(puff) or /th/(buzz) sounds. Invite your learners to use a hand mirror to observe their own mouths as they produce sounds.

I tell my students that sticking out our tongues is NOT ALLOWED (stern face), *UNLESS* we're making a puff or buzz sound. 😊

Words beginning with a /l/ as in *like* and a /y/ as in *yawn* actually have very similar mouth formations, but the tongue is doing something different. If needed, TALK about what your mouths are doing. It sounds crazy, but you can help your children move forward by risking a little CrAzY.

Now, to play the first game, ask:

Do these words begin with the same sounds?

Have your children say the words before they tell you if they have the same beginning sounds or not. Again, you may encourage them to use a hand mirror to enhance the talk about what your mouths are doing as you produce the initial or beginning sounds.

Ask:

Do these words begin with the same sounds?

win & whisker	(yes, /w/)	(looks like a smooch)
bowl & blocks	(yes, /b/)	(lip popper)
diaper & love	(no, /d/ & /l/)	
night & pie	(no, /n/ & /p/)	
cats & kite	(yes, /k/)	
ship & chuck	(no, /sh/ & /ch/)	(tissue test)
zap & zoo	(yes, /z/)	(skinny air)
finger & think	(no, /f/ & /th/)	
gingerbread & jump	(yes, /j/)	
wrist & right	(yes, /r/)	
gone & him	(no, /g/ & /h/)	
monster & mug	(yes, /m/)	
wrong & rug	(yes, /r/)	

slug & touch (no, /s/ & /t/)

like & yawn (no, /v/ & /y/)

BUILDING BLOCK #2b-

Comparing Ending Sounds in Words

To play the next game, cover your mouth with one hand. Move it away from your mouth as you make the last sound in the first word. Then, cover your mouth with the other hand. Move it away to reveal your mouth as you make the last sound in the second word. You just want to highlight what your mouth is doing at the *ends* of both words, so you're highlighting the similarities or differences in the final sounds.

You can even ask, "What were my lips doing at the end of the first word? What were they doing at the end of the second word? Are they the same sounds, or are they different sounds at the ends of these two words?"

You don't have to keep your hands going throughout the entire game. Try *not* using them and see if your kids can *still* differentiate the sounds.

Ask:

Do these words end with the same sounds?

IDEA: Take a photo of kids' mouths as they land on the final sounds and compare them.

ax & sauce (yes, /s/)

dad & read (yes, /d/)

purple & slurp (no, /l/ & /p/)

pot & strut (yes, /t/)

paper & run (no, /r/ & /n/)

type & hop (yes, /p/)

dog & dot (no, /g/ & /t/)

slam & math (no, /m/ & /th/)

crunch & pitch (yes, /ch/)

scab & poke (no, /b/ & /k/)

hello & no (yes, /o/)

love & drive (yes, /v/)

terrific & block (yes, /k/)

chair & carpet (no, /r/ & /t/)

bunny & we (yes, /ee/)

van & ocean (yes, /n/)

crib & bathtub (yes, /b/)

tough & fat (no, /f/ & /t/)

pumpkin & ran (yes, /n/)

cool & temple (yes, /l/)

pause & fizz (yes, /z/)

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@bookbums.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.