

## **PA 3, WEDNESDAY-**

### **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 & listening closely to spoken words

If you haven't already watched the first two Phonemic Awareness videos (numbers one and two), which focus on rhyming and beginning and ending sounds, I suggest that you watch those before watching this one. That's where I define phonemes, and I provide tips for enjoying effective, fun-filled literacy experiences with your children.

Today, in this third video promoting phonemic awareness, we're going to invite your children to listen closely. As you heighten your children's listening skills through playful, foundation-building interactions, your soon-to-be-readers are becoming better equipped to read and to spell.

I'll share some ways for you to encourage your children to really tune-in to the sounds they hear in spoken words.

Today, strive to engage, fully, with your children. Giggle, hug, and have some genuine fun. The first game is always a hit with my young scholars, so it's a great way to begin your time together.


### **BUILDING BLOCK #3-**


#### **Listen Well to Catch My Mistake.**

Following you'll find some common songs, or items in categories, and your children will try to figure out what doesn't belong. In my classes, when I tried to fit all of these phonemic awareness lessons into one hour (Oh my . . .), I saved this one for when the kids were getting worn out. It always got their waning attentions right back on track. Today, you'll be beginning with the fun! See if your child can listen closely and identify what doesn't belong with the others. Also, and this is important, have them explain what's wrong with the imposter. Why doesn't "sky" fit in with A-B-C . . .? We really want kids to be able to justify their responses. It's a fun and effective way to stretch kids and to encourage deeper thinking.

Remember, all that I share can be found in the show notes section of this video, so there's no need to try to catch all of the ideas as you're listening.

Additionally, do not feel you have to do all of these in one sitting. Sprinkle them throughout the day or over a couple of days. Do them in the bathtub, on the swings, in a tree house, or in a fort made from a blanket tossed over a table. Find anyplace that will add to the fun but will keep your child focused for a short stretch of time.


Say or  sing the following:

 A-B-C-D-E-F-SKY-H-I-J-K . . .

(Justification example- Sky isn't a letter of the alphabet. It's a \_\_\_\_.)

red, green, blue, yellow, black, motorcycle, pink, . . . (Justification example- Motorcycle isn't a color. It's a \_\_\_\_.)

June, September, July, October, May, hotdog, January . . . (Justification example- Hotdog isn't a month. It's a \_\_\_\_.)

 Happy birthday to you. Happy foxday to you . . .

(Justification example- It should say, "Happy *birthday* to you. Foxday isn't a word.)

Jack and Jill went up the pickle to fetch a pail of water . . .

(Justification example- The poem says, "Jack and Jill went up the *hill*.")

1, 2, 3, 4, flower, 6, 7, 8 . . .

(Justification example- Flower isn't a number. It's a plant.)

 Twinkle, twinkle little boat. How I wonder . . .

(Justification example- The song says, ". . . little star.")

square, circle, triangle, diamond, shark, rectangle . . . (Justification example- A shark isn't a shape. It's an animal.)

 Jingle bells, jingle bells, jingle chair the way . . .

(Justification example- The song says, "Jingle all the way.")

car, truck, motorcycle, van, popsicle, go cart . . .

(Justification example- Popsicle isn't a vehicle. It's a food.)

puppy, kitten, hamster, goldfish, bread, parrot . . .

(Justification example- Bread isn't a pet. It's a food.)

football, soccer, basketball, baseball, princess, hockey . . .

(Justification example- Princess isn't a sport. It's a person.)

Old MacDonald sneezed a farm, e-i-e-i-o . . .

(Justification example- The song says, "Old MacDonald had a farm.)

M&Ms, Reese's Cups, Skittles, spinach, Hershey bars . . .

(Justification example- Spinach isn't a candy. It's a vegetable.)

run, dance, play, potato chips, sing . . .

(Justification example- Potato chips are a snack. We can't potato chip.)

grass, frogs, alligators, lettuce, root beer, broccoli . . .

(Justification example- Root beer isn't green. It's brown.)

brother, grandma, dad, sister, rollercoaster, mom . . .

(Justification example- Movies aren't people in our families. They are rides.)

Now that we know the kids are listening well, we'll move on to the next game, and for this one you'll need Slinky-type toys or something that's stretchy elastic.

First, you'll tell the kids that you're going to play, *I Say it Slowly-You Say it Quickly*. Tell them that you are going to s-t-r-e-t-c-h words way out, and you are going to use fun tools to help you model the stretching.

## **BUILDING BLOCK #4-**

### **I Say it Slowly, You Say it Quickly**

We will slowly *s-t-r-e-t-c-h o-u-t* words, sound by sound, while stretching a Slinky-type toy or another stretchy item. The children are challenged to quickly slide the sounds together, more quickly, to say each word.

To be clear, you will verbally stretch out the word, while stretching a Slinky between your hands. The kids will be stretching their stretchy item, facing you, and then the kids will slide those sounds, quickly, back together and say the word.

Note: This practice can help kids to *hold* the sounds in their working memories, which is an important skill in learning to read.

## Word List for Stretching:

You say:

Your children say:

### Words With Two Sounds:

/u-p/	up
/e-g/	egg
/m-e/	me
/sh-oo/	shoe
/p-ie/	pie
/i-f/	if
/z-oo/	zoo
/u-s/	us
/o-ff/	off
/a-t/	at

### Words With Three Sounds:

/l-u-v/	love
/c-a-t/	cat
/h-u-g/	hug
/sh-r-t/	shirt
/k-i-ss/	kiss
/sh-i-p/	ship
/n-e-ck/	neck
/ch-o-p/	chop
/b-a-th/	bath
/f-ar-m/	farm

### Words With Four Sounds:

/t-r-u-ck/	truck
/s-o-f-t/	soft
/t-ur-t-l/	turtle
/L-e-g-o/	Lego
/b-oo-k-s/	books
/t-i-ck-l/	tickle
/s-u-ck-er/	sucker
/t-r-ay-n/	train
/s-w-i-m/	swim
/b-e-ll-y/	belly

### Words With Five Sounds:

/r-a-bb-i-t/	rabbit
/c-a-n-d-ee/	candy
/b-ir-th-d-ay/	birthday
/m-u-s-i-c/	music
/d-a-n-s-r/	dancer
/w-i-n-d-ow/	window
/S-a-n-t-uh/	Santa
/y-oh-g-er-t/	yogurt
/s-t-a-n-d/	stand
/k-i-tt-e-n/	kitten

As you practice this skill, remember that it is important because we are going to teach your children to decode words. When kids decode, they observe the letters, make the sounds those letters represent, one-by-one, across the word, and then slide the sounds together quickly to determine what word is written.

Soon in this program, when our children see, for example, the word *log*, we will direct them to place a pointer finger under the first letter of the word, make the associated sound, /l/, then move to the next letter, produce that sound, /o/, and move on to the final letter and make *that* sound, /g/. We need the children to be able to *hold those sounds* in their minds and to recognize, when they slide the sounds together, that those sounds make a word they know. This game, *I Say it Slowly-You Say it Quickly* is a great way to get kids ready to decode words.

If your children struggle with this practice, just keep at it, for only a few minutes each time, throughout the day. To build energy, praise -in big ways- every approximation. Remember to say things like, “You almost got it!” rather than “No. That’s not right.”

Remember to smile, be encouraging about what they are doing well, and make it fun. Avoid saying “No” and shaking your head “No”. Resist becoming frustrated and frowning your brow.

Remind yourself of when these young children began walking. We encouraged everything even close to the right moves. It’s the same with these skills. Smiles, encouraging voices, genuine praises . . . Those are the things that keep kids working at it.

By the way, this IS work. We don’t refrain from calling it work. Anything worth doing usually entails at least *some* work. What we need to do is to make it so kids don’t *mind* the work so much, because it’s just so darned rewarding to grow! 😊

Again, it’s okay that this is not easy. (And resist saying that this is easy.) Genuine satisfaction comes from doing work that’s hard and, finally, though it began as a struggle, succeeding.

You will be responsible for sharing with kids the ways they are continually *improving!*

Focus on words with two to three sounds until the kids gain some skill and confidence. Then say, “Remember when this was difficult work? Now you can recognize words with four sounds! Whoa. That’s incredible. Your hard work is really paying off!”

Here’s one more idea to reinforce good listening. Try listening to music videos such as Dan Zane’s All Around the Kitchen (<https://www.youtube.com/watch?v=HKSnyS-vmkg>) Have kids listen to the lyrics and do what is said in the song. (e.g., Put your hands in the air.)

## **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.***

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