

All right. Welcome everybody. So excited to have you here for a really fun webinar, with some great stuff to help improve phonemic awareness in any age of students.

So we're going to have a good time tonight. I am Nora Shabazzi.

I am the founder of Evely, Evidence-Based Literacy Instruction, which is a system of effective, efficient, research-based strategies, activities, and lessons that we train teachers in, and also, of course, teach students of any age and ability level, to get people to reach their highest potential in reading, writing, and spelling.

So I am a huge lover of literacy and of literacy instruction, and of helping teachers and parents, and anybody interested in lifting up the literacy of their students or their children.

So really thrilled that you guys are here.

If you would, I always love-- one of my favorite things is when the webinar's over, I look at the chat, and I really like the part where you all tell me where you're from and if you're a teacher, and if so, what do you teach?

And if you're a parent, how old are your children?

So do share in the chat, if you would, so that I can kind of connect with you guys that way. Okay?

And I am going to share my screen, and we're just going to get going.

Oh, I do want to say too, tonight I'm going to need some helpers. Okay? I'm going to need some students.

So you can change your name to Santa Claus if you don't want us to know who you

are. You don't even have to turn your camera on.

But when I ask for some helpers, I'm going to ask you guys to unmute yourself, and I can look over and see who's unmuted, and so you guys could be my student. I can call on some people. Okay?

So

pay attention for that, because we're going to be doing that a little bit later.

Yeah. Mommy take you outside? Okay, hold on.

We do have some. Somebody's got a little one there. All right.

So tonight, let's see here.

I got my slideshow open. Oh yeah. From the current slide.

Okay.

All right.

What's going on?

So tonight, we are going to

be talking about phonemic awareness games.

These are games that somebody, if you guys...

Nora? Nora, can you hear me? I'm sorry.

I tried muting everyone because we were still having some noise, and I think it muted you. So would you unmute yourself? I'm sorry about that.

Okay. Thank you.

Thank you for that.

Yes.

Good plan, Alyssa. Yes, and we wanted to say thank you to Alyssa, who is here

tonight helping us. So she'll be grabbing all your questions, and also Shannon, who is here. Well, she actually grabs the questions and Alyssa shares the links, and then Alyssa asks the question, and Shannon's going to help me out with some of our stuff too, when we play our games. And Cricket is here, I know, from Evelyn headquarters also. So all of our Evelyn team that's here to help.

It's always fun on webinar days to have everybody kind of around for all of that. So again, phonemic awareness games that anybody can use and do. So we're very excited sharing those. I don't know, Alyssa, about-- You know what, Alyssa?

If you click on participants, you should be able to see who's unmuted and mute them,

so that we don't have that noise.

I haven't a hundred percent. Sorry. I'll figure it out.

But if you haven't muted, please do so.

Yes. Do mute yourself. And I'll let people in as we're going here. Okay.

So I asked if you could. If you're just joining us, please share in the chat where you're from.

What inspired you to join us tonight?

How old are the students that you teach, or the children of your own?

So please share. We love to hear about that from you guys. Okay.

So tonight, what we're going to do is just talk about games.

I'm going to kind of start with birth, the age of birth, and move into some of the games that we play with older kids, even up into high school age, okay? Or adults.

We've actually even played some of these games as a little have a glass of wine game. So you can do those too.

They can be an awful lot of fun. So you'll learn about all that kind of stuff. And please do share your questions in the chat.

I'm not going to answer the questions till I get to the end, because then I can be real focused on that, but Shannon is going to be grabbing those, and Alyssa will be asking those questions to me. So share those in the chat as we go and as they pop into your head so you don't forget. All right?

Okay. So

with phonemic awareness, everybody, this is why we have 2,000 people signed up for this, which is we just put it out maybe 10 days ago. It's kind of crazy.

But phonemic awareness is the hot thing.

They used to have this list like what's hot and what's not, and some got more hot than others kind of thing. Well, phonemic awareness is sizzling hot.

Everybody is really into it and interested in how do we do it easier, and more effectively, and more efficiently, and all of those types of things.

So I've already done many blogs on a lot of phonemic awareness topics. I've done one on blending.

Highly recommend that, especially if you have little kids or teach little kids, or

remediation people that struggle with blending.

Check out that blog because we actually have videos on those, or the webinar.

Well, there's a blog and a webinar actually.

There's videos on the webinar that will show blending and

what it looks like to do those specific error corrections. Highly recommend that.

I just finished writing a segmenting blog that's going to be coming out later on in September. So you can look for that later.

But also, I've done another phonemic awareness blog, especially on phoneme deletion, starting at the sound level. You can check that out.

And then our island teaching blog.

So almost all those blogs also have webinars that go with them.

So those are some things that you can do.

Alyssa's going to link our webinars and our blog page in the chat so you can go and grab those specific ones.

Blogs, and learn more deep, because I'm not going to be teaching you about phonemic awareness and all that in this blog.

We're just going to really be doing

the games. Okay? Now, I have green all over my chat thing, so I don't know how I did that. So there you go. Looks like my grandson's been drawing on here.

So the first thing that we're going to do is sounds to words.

Now, this is something I have two grandsons.

Christopher's 15 months and Arlo is 5 months, and I have another one due in October, little Colleen.

And I do this from the time that they are born.

So you can do this activity with your kids in any place, any way,

with little tiny ones. You can even do it with older kids too.

So what I will do is I'll say, Christopher right now is obsessed with turning on

and off the light, and I'll be like, "Oh, do you want to turn on the l-i-t?"

Light. And then he turns on the light.

So he doesn't-- Well, he kind of is starting to say sounds, and we're doing that,

especially when we have letters and stuff.

We are doing that some, but mostly I'm doing it so that he can hear that

segmenting and hear that blending, because these are two skills that

are not natural for us as humans. We are not born able to blend sounds together and

pull sounds apart. But if you start when they're brand new little, like

Arlo, I got to stay with them for two weeks when he was first born, and I'd hold

him and say, "Oh, my gosh, you are such a l, ah, v, love," or,

"I love you so much, A, r, l, o, Arlo." So

talking to them like that, even in utero, is going to get them so that they have

that phonemic awareness. And this is not odd to them to hear words

segmented or hear words blended. So sometimes I'll do, let's say we're

reading a book, like Cat in the Hat, and I'll say, "Our book is the cat in the h,

at, hat." I'm not asking the child to do anything except for listen.

It's kind of like if you think of listening comprehension.

We read, some people read to their babies in utero.

We read to the babies from the time they're born, mostly.

But it's the same idea, but getting them aware of that segmenting and blending and what that sounds like, so when they're starting to talk, it's not so foreign to them. So I might say to Arlo, "I'm going to kiss your nose, nose," or, "Arlo, I'm going to grab your hand, hand." They think it's really funny. These little kids are like, "Ah!" Even little babies, they think it's very amusing and interesting. But then it's natural to them. You don't have to do it 50 zillion times a day or anything, but doing that consistently with them whenever you think about it. So if you teach preschool or you have preschoolers, great thing to do with them also. So just going from-- And usually, again, I make it the last word in a sentence or the last word of something we're reading or the last word, so it's the last thing that they've heard. So just very simple, going from the sounds and then moving to the words. Okay? So again, if you have any questions, feel free to... I don't know why this isn't letting me admit people, but feel free to put them in the chat. Okay? So very simple. Segment the sounds to the smallest unit. I'm not going to do-- I may even, like Christopher's name. "Oh, my gosh, I love you, C, r, i, s, t, a, p, h, e, r, Christopher." I don't segment to syllables. We don't do that really at all with Ebley or onset rhyme.

I always go to sound, because that's what we need to access to read.

That's what we need to access to spell.

So we can start them a whole lot younger than we really have thought before.

Again, they're being very passive, but they're still hearing that blending and that segmenting.

Okay. So the other one is building words.

Now, I only have so many letters here because Christopher takes them in the car, and he likes to chew on them, and he loves his letters.

So I have them on my refrigerator. I have them on my dishwasher, whatever's magnetic. I will have those little letters, and if he picks one up, he especially likes long, skinny things. He always has.

So I is a favorite of his, or L or whatever.

So when he picks one up, I'll say that sound.

But really, we're not real big on teaching stuff in isolation with Ebley, and even with the babies, I'll point to all the sounds in a word, or I'll grab some letters off of the refrigerator, and on the other side, we'll build them. And I got this lovely-- I was so happy.

It's this floppy little magnetic board. It's not magnetic. Don't get it.

They're lying. So I had to look around and find something that was magnetic, and I have my Wonder Woman book holder, and this is going to work really well.

You've got to be,

what do I want to say? Flexible. So when you've got these little letters, you have to look to get lowercase. I'm also pretty obsessive about lowercase because 90-plus

percent of our letters and words are going to be lowercase letters, so we start this even with my little

guys, like as young as 15 months and a whole lot younger because we've been doing this for a while. So I'd say, "We've got this," and I say, "Christopher, say a," and he'll just copycat. Say, "Say a." "Look at a.

Now say m," and he'll say, "M." He loves M, too.

Now, I'll say, "Look at a, m, am." So now we're still segmenting. We're blending. I'm giving him exposure.

I am not asking him to blend the sounds, though, quite honestly, when you do this, by the time they're sometimes even less than three years old, they will be able to easily blend the sounds together, and they understand that these little squiggly line things and circle things

have something to do with the sounds that we say, okay?

So we'll do that, and then whatever words.

I try to put it in the context of a word, or we might do, "Oh, you've got your a.

Say a. Now c. Say c. So a, c."

Now, this is a t. Say t." And he says, "T." "So listen.

Act. Act. Can you say act?" And it blows my mind because sometimes he just looks at me like I'm a little cuckoo, and other times he just says the word, and

I'm like, "That is so amazing." And interestingly, once I really started doing this a bit more, his acquisition of

language and the words he was saying, one day, I swear he had 12 new words.

I keep him one day a week.

And it's very much fun, my very favorite day of the week.

But anyway, doing all of these things are going to be really, really beneficial.

So obviously, you can do it with toddlers. You can do it in the bathtub. Nora?

Yeah. Can I interrupt just for a sec? Yep. We can't see you full screen.

Were you intending to be full screen? No. Showing us all that good stuff?

Oh, do you want me to show it on the whole screen? Okay, I'll stop sharing. Okay.

Can you see me now, Crick? Yeah. Okay.

Here's my super lady thing, but it's just on a magnetic thing.

A,

c. And then blend those two, just like we would do when we're teaching somebody to

blend. A, c. Segment purely, though.

But then we're going to put them all together in a word, and we got to do a

continuous blend. Act. So I model everything that

I want these kids to do when they're three and four and five, and they're really

learning to read. Because when they get to be three and four and five and they're

really learning to read, they really learn to read really fast because they have

those foundational phonemic awareness pieces.

And then they also understand that even if they don't know that this is a every

time or that this is t, you don't need to go to mastery.

We're giving them exposure, and then pretty soon in the bathtub or on the

refrigerator or wherever, you'll be

doing that with them, too, and they'll start blending those words together, which

is very, very fun. Okay? So that is our word building.

We do word building, of course, in school and in class with them.

But helping them be able to get those sounds together, understanding that these words, these letters here, and these squiggles actually represent sounds that we say, okay? Oh, let's see. I just opened the chat.

Sorry about that.

All right.

Let's see. Oh, I lost my green stuff.

That's good

All right. So here is another one, is the mystery word.

Now, this is actually part of our kindergarten lesson plan at the beginning of the year for kindergarten. And we usually will do words that are in a category. So I might say, and I do this also with our little kids at home. "I'm going to tell you some sounds in a color.

I wonder if you can figure out what the word is." We were doing this the other day, Cricket's granddaughter, who's four, came in. This child can blend anything.

Telling her four sounds, she blends the word.

I'm telling her five sounds, she blends the word.

I'm like, "Wow, that's really impressive." But guess what?

Her grandma has been doing it. Her grandma teaches EBLI.

She's been hearing this and doing this for most of her life.

So this is not a foreign thing to them.

So once they get to where they're able to blend and segment, and they know what's

going on there, you can say, "All right, kids, I wonder if you're wearing this color," if you're in a classroom. "Are you ready? B-L-OO. What do you think?

Put your hand on your head if you're wearing that color, or stand up or whatever."

We don't want them to shout out the word.

But we want to get them and then, "B-L, BL-OO,

balloon." And all right, so all these kids are going to stand up that have on blue,

or we do it with foods or colors or

playground equipment, that type of thing.

So I'm going to tell you, I don't just do every word in the world because they're

like, "Not exactly sure here." So do try to put it down into

categories,

and that works really well too.

So if you're in the car, as a parent, this is a great thing.

"Oh my gosh, I see a really

bright yellow C-AR. What's that word?" Or, "Look at that great

big T-R-EE. What's that word?" Or you can even do it out of context

so they, because a lot of times they're going to use the context of the sentence to

figure it out. So you can make it a game and everybody gets a turn.

I remember my oldest little great nephew, one time I went down to the park and I

was playing with him, and every time he came down the slide, I'm like, "Ronan, I'm

going to grab your L-E-G. What is it?" And at first he's kind of like, "Huh?" By

the time we're done,

every single time, "Oh,

this time I'm going to get your AR-M." And he'd say, "Arm," as he's sliding down the slide. And interestingly, the whole rest of the day he's walking around, "Mom, can I have a D-I-NNER?" He's segmenting all of these words. So you can do that too and say to them, "Okay, you tell me the sounds and see if I can figure out the magic mystery word." So making it really playful, but a whole lot of segmenting to the smallest sound, and then guessing what the word is. You can do this all the time in your classroom when you're transitioning. "All right, everybody, here's our word. P-EA-SU. What do you think that is? It's a food," or whatever. So letting them kind of play a game, play a game with each other. The more segmenting and blending orally, but also be sure you let them understand that this has to do with letters, too. It's really important that they have both. But we're especially obsessed with segmenting. Sometimes I'll point to my finger, "Listen to this one." You're here, and I'm so, "G-R-AB. What do you think that is?" And then if they don't know or they say something like grab or something like that, we put two sounds together, and then we put the next one. But I point at my finger to give them a place to look while they're listening. Okay? So those are all things that you can do. But the more that you can get these kids, all of your kids, to blend and to segment, the more easily and the faster their acquisition of reading and writing and spelling is going to be.

So my goal for now, I've got my own grandchildren, my sisters have grandchildren, my brothers have grandchildren. I'm like, "Nobody goes to school till we've taught them to read at least CVC words and beginning reading stuff." So they've got to be able to do all of these things.

We don't want them getting those bad habits of looking at the picture to read a word. And when I say that, there isn't things in reading or any of that. Do we want kids to pick up the Cat in the Hat and look at it and say, "Oh my gosh, she's got an umbrella." Obviously, we want to do that. We don't want them to think that doing that means they're reading these words, though. Okay? We want them to understand that these words are a cool code, and we've got some fun stuff that we need to do to be able to figure out that code.

Okay?

All right. Be sure you're asking questions, too, and if you're new, I know a whole bunch of new people have been coming in.

Be sure, please, to share where you're from, if you teach, and if so, what grades and ages. If you're a parent, what age are your children?

What you're most interested in learning here, and questions for sure.

I definitely really want lots of questions if you don't mind. All right.

So with Sound Star, now this one is really fun.

The next couple of things I'm going to say, we're going to be doing some phoneme substitution, really.

Here we're going to start with the first sound, but test out, especially if you're going to do kids' words, test out, or really any word, because when you change a

sound, sometimes you get a naughty word.

And I'm speaking from experience where we're like, "What?" And then out comes a really not very good word at all. So check out the sounds if you're going to do your Sound Star and switching the sounds out, that type of thing, so you don't get yourself into hot water like I have done many a times.

So what we're going to do here, let's say

that Christopher is going to be the student of the day or

whatever. Christopher, I'm just going to do this with Christopher.

Let's change some words so they all start with the first sound in your name.

What's the first sound in your name? C. All right?

So if we were going to do, let's say,

I even wrote some down so I wouldn't have to think too much.

All right, how about teacher? What would happen if we put our Sound Star, the first sound in your name, at the beginning of teacher instead of the T? What would it be?

Teacher. Okay? So teacher. So I model always with kids, too.

If I change that teacher, that T, and I took it away and changed it to a C,

it would be teacher. Oh my gosh, that's a funny word.

It's not even a real word, is it? So you can do that with anything.

One, Julie, I don't know if Julie Van Lear is on here tonight, but she amazing kindergarten teacher that every time I'm in her classroom, I'm like, really so many of your teachers' classrooms when I'm in there coaching, I'm like, "You guys are brilliant. How do you come up with these fun things?" But she went around and whoever was the star student of the day, all of the kids had to start their

name with that sound for the star student. So you could do it with the names.

You could do it with colors. You could do it with any word.

Oh, let's switch this one to our Sound Star.

So what it would be if we have whiteboard and we change it to a T, what would it be? Tight board. But again, don't go too cowboy like I do and get into naughty words.

Might happen, and then you're like, "Uh-oh, shouldn't have done that one." So just know that when you're switching out those sounds.

But at the beginning with kids, we're going to do it with the first sound.

Whereas the kids are older and they're better at this type of thing, in higher grades, you can change out different sounds and that type of thing.

But this is a good one to do, really.

Once your kids can blend and segment, and then we're going to be pulling out those sounds, and they think it's really, really fun.

Another thing that happens is you come up with nonsense words, which you need really when you're going to be doing multi-syllables, because syllables are nonsense, and also there's a lot of assessments on nonsense words, typically.

Not past CVC too much.

They do that in younger grades, but we do it for all of our kids that come to our reading center here, too. I also have a reading center, so That's a fun one, the Sound Star.

Now the Name Game.

Alyssa is going to put a link in the chat.

All these links also we'll send to you with the recording tomorrow, but I love this game. This game, we have it in our kindergarten lessons, kind of under the guise of rhyming, but quite frankly, I have it in there for phoneme manipulation because we're doing the manipulating of that first sound.

And you can Google the Name Game and see a bunch of different ones, kind of '60s singing it. But, so it would be like Kelly, Kelly, Bo, belly, banana, fanna, fo, felly, me, my, mo, melly, Kelly.

These kids start walking around singing this song all the time.

And when we sing it out, I'll do the first part if I'm doing it with a classroom.

Kelly, Kelly, Bo, belly, now it's your turn.

And they sing Kelly, Kelly, Bo, belly, banana, fanna, fo, felly, and then they sing that part, and then we sing the whole thing.

So we train them so that they can get doing this pretty automatically, and then they'll be like dra, dra, ba, ba. Whatever they're doing, it's a peppy song. They kind of get into it. But again, watch the names.

You don't want to do Mitch because you'll be getting in the middle of it and like uh-oh. Mitch, Mitch, Bo, don't do it because it's a problem.

So if you're going to do your kids' names, go through the whole song with all of them. I highly recommend. Our teachers every time at the beginning of the year, because we do this usually in the first week or two of kindergarten, they will email us and say, "Guess what name you probably shouldn't do with the rhyming song?" So Tucker, not good.

We have a Huck and a Tucker here. We would not do that with their names.

So be sure that you test them out first.

And with those kids, I don't know, maybe you could ask them their dog's name or something, or call on kids or do a different activity with them instead of the Name Game. Okay? So be mindful. I am a big go cowboy, and in the moment, I just make it up and I get myself into a lot of hot water that I have to back out of in those types of things.

So I have kind of learned that, so don't make that same mistake that I do because it is one that I've done more than once I hate to say.

So that's just a fun one. And like everything break it down so it's manageable. Make it fun. The more that you can have learning that's really fun as well as really educational because what are you doing when you go Kelly, Kelly, Bo, belly? We've just changed the K to a B, then the K to a F and that K to a M.

So we've just done phoneme substitution three times with one song, one name. Right?

And so typically in a classroom I might do three different names or three different words that we do this with, but then they want to do it all the time.

But it's also doing rhyming which is not a bad thing to have.

Okay? So that is

our Name Game and I think you will like it. So Ditch a Sound.

This is a deleting of phonemes. So you could do

even with... I should share my... I'm going to go come back to here so Chris can see me and all of you. So let's say we've got act.

Okay you guys we got act. What is act if we

take away the T? What do we have? Ac, ac.

Oh my gosh that's not a real word ac. That's kind of fun. And then we put it back.

You can't take away the vowel when you do this. The vowel gives you the volume.

Doesn't work to take away the vowel.

This is not blue on purpose this is just the colors of letters I have.

They came out of the bag that way. So what is act if we take away the C?

What would we have left? At, at. So those

kinds of games too they absolutely love these.

Now they see they're segment-- They're not just doing phoneme deletion actually they're doing segmenting, they're doing blending, they're doing all that phonemic awareness stuff that is going to help.

Research unequivocally shows all of these things help move them to the highest potential. And doing it not just without letters but both with and without letters.

We actually do it a lot more with letters than we do without, but we do make sure that our kids can do it without letters and then we move and we infuse it into all of the different activities, okay? So with letters and without letters.

So Ditch a Sound how we do it in our classroom, this is a little kindergarten class in I think October or so and we give them a card.

So this is F. Everybody say hi Fff. And then this is A. Hi A.

And we push them together. Fff, A, what do you have? Fa.

So now we've segmented. Now we've blended two sounds. Oh here's Sss.

You notice that Ted doesn't have her

card yet, okay? That's purposeful. I've given Sss her sound. All right here's Sss.

So now let's say fa and then I pull this little girl over. Fast.

Okay? So we're doing that continuous blending but we've also segmented.

Please do not think that you ditch segmenting once your kids can kind of do it, all right? You can never have too much segmenting with the letters actually.

But you also have to have the slow blending with actual reading of words and for sure reading in text, okay? So now we've got fast and then we're going to give this little girl a Tt. All right everybody say fast. Now let's push over our Tt.

Fast. And then they say the word. And then we'll say what's fast and

I take the Ff child, I don't take them but I have them move behind me so they can't see it and then we do ast. Now with that again the naughty word thing we are going to blend as. I kind of go quickly and we do all three if that's going to happen typically, all right? Ast and keep the T in there.

And then we do what's fast and we take our little Tt and put her behind me.

Ff, as, fast. And then what's fast and take our little Ss put her behind me. Ff, at. So all of this too in the phonemic awareness blog it's going to teach you exactly how to do that and the whole process that we do especially fading away to all oral. So here you can see I'm hiding the Mm from mist back behind me. These kids love doing this.

What they don't love is if they don't get a turn if you're a classroom teacher, okay? I only do this with the cards in kindergarten.

We do phonemic awareness stuff past kindergarten always in small group.

In Able we do anyway. But if these kindergartners or preschoolers don't get a turn they are not amused. So I keep track of who I've called on and then if they haven't had a turn that day we'll tell them you know what we'll

make sure that we get you in the next one.

So blending, segmenting, phoneme deletion,

all of that and doing very quickly in the context of words makes it meaningful and

relevant. You can also again got practice with the nonsense word stuff so you're

killing all kinds of birds with one stone which is really, really fun.

And it helps again we're really obsessive with accelerating your

kids' learning and their acquisition of reading, writing, and spelling.

So all of these

things are going to help you do that.

All right I'm having a little bit of scrolling issues as you can see. Okay.

So our next thing is Sound Catch and Shannon's going to come in and help me out

with this. Now this is a fun one. What I'd like you to do if you have a piece of

paper and a pencil with you

I want you... I'm going to turn my screen on here.

Shannon you want to come over and say hi so we can see you? Here's Shannon.

She's going to be on the other side so you won't be able to see her.

So this is a really fun game. This is a really hard

game. I've done this before and I'm like with kids and I'm thinking what is the

word? So this is what you're going to do here.

This is something that you're going to do not with little kids with older kids and

even-

Friday

... in a staff meeting would be interesting.

So what's going to happen is Shannon's going to throw me the ball and say a word

So let's say she says the word Nora.

I don't know, it just comes to my head, I guess because it's my name.

So she says Nora, and I have to say a word that starts with the last sound, not the last letter, the last sound in that name or word.

So the last sound in Nora is "uh," so I would say up and throw it back to her. There's only two of us, but normally you do this in a whole class and they throw the ball. And then the next person has to start with a word that starts with a "puh." So I want you guys to have a piece of paper and a pencil, or at least think it in your head, but a piece of paper and pencil, you're welcome to put it in the chat if you want to. But when she throws me the ball and tells me the word, I want you to think of a word that starts with the last sound, okay?

So we're going to actually play this, and when we get to the last word, we're going to say it to you, and you guys are going to put it in the chat.

So give me a word that starts with the last sound of the word that we've done. So when it's at the last word, I'll let you know. Okay.

So I have to get a note. I do have a list because we have...

All right, Shannon, are you ready? All right, go for it. Tough.

Phone.

Nash.

Sugar. Whoa, bad thrower.

Earth.

Thin.

No.

Oats. No, oars.

Oars. I keep doing oats when we were practicing, too. So our last word is oars.

So now you, I want you to write in the chat a word that starts

with the--

where the first sound is the last sound in oars.

All right? So get in the chat. I'm going to check out over here what you guys are

doing. All right. I've got to get my glasses so I can see.

All right. We have stop and star and zoo. We've got a lot of zoos.

Zipper.

Look at there, a lot of zipper. Saturday. I like Saturday. Sun. Zipper.

Okay, so now we have everybody in here has a word.

Silly, I like that. Zebra. Nice job, Zebra. Forgot what that was.

So everybody has a word that starts either with a "ss" or a "zz"

because we know that, and this is what makes this so tricky.

Trust me, when you're doing it, you have to have a glass of wine to do it, and

you're really like, "Wah." It's pretty crazy.

So oars, "o," "r." What's our last sound right here in

oars? We know that letter S is there, don't we? Right?

That's the letter, letter name, but this is not a "ss." It's like

in the word is or was or his. So this forces auditory processing,

auditory discrimination. If you have first graders,

are great at segmenting and blending and stuff, but second grade and above, but

you'll be like, "Wah." So if I were to throw the ball, let's say to Shannon, and she said, "Silly," I would say, "Well, listen, what sound do you hear right here in oars?" Oh, "zz," because we all have been conditioned to be more focused on the letter name, unfortunately, and paying attention to that when reading and writing and spelling are really about the sound. It's about the sound that we hear.

Somebody put, if they had the word buzz, two letters spells "zz" in buzz, or zipper has "zz" at the beginning.

Days has a different two letters "zz" at the end, but is or oars has that one letter "zz," which really, when that letter's at the end, more often than not, it's going to be a "zz" instead of a "ss." So you have to get into your ears, where all of us are thinking, "What does oars look like? Oh, the S is at the end. Let's put that there." All right?

So if you want to fly your kids, oh my gosh.

And this game is really, really fun.

If you do it with adults, pretty soon you just start laughing like, "Oh, my gosh."

Or sometimes I'd catch the ball and be like, "What is that?"

What am I supposed to do here?" It really messes with your head, but it's very fun.

So again, you're not looking at that last letter and this letter has to be at the front, it's that last sound. And our sounds, almost all of our 44 sounds are spelled in about 10 different ways, on average, 10.

"Sh" is spelled in 20 ways, and some of them are spelled with five, but about 10 different sounds or different ways to spell each sound.

So this is really forcing-- Reading is an auditory process first, not a visual process. We think it's visual, right?

Because we're like, "There's words there.

Of course, it's visual." But these words and symbols for sounds that we say were created to match the sounds that we hear coming out of our mouth, okay? So we really have to shift that.

When I'm training teachers, it's like, it's a bigger shift because they're further away from five years old. If you have kids that you're teaching, your own children or the kids in your classroom, the closer they are to five years old, the easier it is to get-- developmentally, we've got to get them to blend and all that, but easier it is to get them into their ears and understand this is about what you're hearing, not about what you're seeing.

Which is a huge, it sounds like a little bead deal.

It's a monumental, enormous deal, okay?

So paying attention to what your ears are hearing and not what your eyes are seeing. So that is such a fun game. I recommend if you teach second grade or above-- Well, don't do it if your kids don't know about sounds and that type of thing, but I highly recommend it because they think it's very much fun.

Okay? So going back to my... And again, put any questions that you have in the chat about that.

All right. So now I'm going to do something that I had so much fun.

I was always the room mom for my kids' schools and their classrooms when they were growing up, and I'll never forget Colleen in fifth grade, my middle daughter.

I would go in, "What games do you want to do when we're going to have our Halloween party or whatever?" And they're like, "Let's do a sound game." These kids love doing that. So I would line them up in two lines and say, "Okay, I'm going to do a multi-syllable word, let's say deletion." So this kid over here, deletion. What's deletion without the "ul"?

Now, again, they aren't going to spell it, but they've got to say, what's deletion without the "ul"? So it'd be "da," "e," "tion," right?

"Da," "e," "tion." So I'm going to do some for you guys.

Now, I'm going to come back so I can see you all.

If you want to be a student, unmute yourself, and usually you go to the top when you unmute yourself. So we're going to pretend like you're all in fifth grade or tenth grade or adults, doesn't matter.

I'm going to tell you a word, and you have to think, but don't write it down, because I'm going to try to trick you a little bit, okay?

I want to get you into your ears. So I'm going to tell you a word, and it's going to be a multi-syllable word, and you're going to take away a sound, all right?

Is that Anne? Ms. Annie. You're going to take away a sound and

tell me what the word would be, okay? So are you ready?

Let's see what we're going to do here. All right. Our first word is calendar.

Calendar. So A, I'm going to have you be my student.

What is calendar without the "n"? Are you unmuted, A, to help?

Calendar.

Calendar.

Calendar without the "n," yep. Calendar, right? There's no "n" in there. Yay.

Give her a high five. Good job. All right.

Unmute yourself if you would like to be my helper.

Shannon, are you my backup just in case everybody's-- Oh, look it, I have a hand raised. That's Ms. Lori. Good job, Ms. Lori.

The actually official hand raise on the thing. Okay It is Lori. Okay.

All right, Lori, are you ready? Here's yours.

What is virtual, like virtual reality, what is virtual without the "ch"? Without the "ch."

Virual.

Virual. All right, hold on, I have to think about it. Virtual.

Vir-tu. Virtual. Shh. So without the

"ch," vir, what's the next sound you hear in tual?

Vir-u-al.

Yay. Good job. See how hard that is? That is like, are you kidding me?

That's a crazy... That is so powerful, you guys.

This is so power-- And you have to think. Don't do this when you're tired.

I also recommend in the morning more than the afternoon, because you're like, "What is that word?" Okay, you ready? Who's going to be my next person? All right.

Maribel, I see that you're unmuted, so you're going to be my next one. Okay.

What is appreciate, appreciate, without

the "sh"?

All right, Maribel. Are you ready?

Appreciate.

Yay. That's a tough one. I was really trying to trick you on that.

You didn't fall for it. Appreciate, right? Appreciate.

This is just like the kids, even when they get it wrong and they say...

I always do the correction if they get it wrong, just like what I did with Lori.

But they just think it's so cool. They're like, "Can we do it again?

Let's have another one." They think it is the coolest thing. Talk about powerful.

Sometimes I would do things with my kids, and they're like, "Mom," kind of to get

them to say a naughty word, and they're like, "We're not going to say that." We'd

do silly, funny things, and we're slap happy about that.

Okay, who's my next person? Anybody else want to unmute? I don't see...

Oh, A is unmuted again.

All right, A, you're my helper then. Thank you for being brave.

All right, here we go. I've saved the best for last. All right, are you ready?

What is gardening, gardening, without the

"r"? Gardening without the "r." A, are you

there?

Gardening.

Yeah.

You're so sweet. Aren't you in California, right?

San Diego.

You're in San Diego?

Yeah.

You would know.

That A has thrown me off a little bit.

I'm like, "That's my girl." Yes, gardening, like you're darling, right?

Without the "r," so like you're in Maine or something, or Boston.

So gardening, that was really good, because a lot of people like to take that whole

R letter name thing. My next month's

webinar's going to talk about that. So beautiful.

So I usually do it with three syllables because it makes it more of a challenge.

Obviously, you can start with two if your kids are not familiar, and they're

just new, or you obviously can do it with one also.

So, that's a really fun game. Kids think it's great fun.

And it's just that playing with words.

Lisa, I see your sweet boy. Is it Aiden, right?

Yeah.

Hello.

What?

Oh, thank you for-

Hello

... thank you for sharing your lion. That's pretty cool. Lion.

What's lion without the A?

What's lion without the A?

What would lion be without the A?

Lion doesn't have a word, lion doesn't have a A in it.

Well, listen, tell me the sounds in lion. What do we have? L?

L-I-O-N.

Well, wait a minute. Do we say Li-own? I like Owen, we have a dog Owen.

What do you hear me say right here? Lion. What do you hear me say right there?

Un.

Un.

Un is two sounds. What's the first sound in un? What do you hear right here? Uh.

Say it for me. Uh.

Uh.

It does have a uh. What is lion-

Lion

... if we take away the uh then?

Lime.

Yeah.

Woo. That was really good. Thank you for sharing and help us learn,

brilliant man. Wait a minute, what time is it in Malaysia?

Tomorrow.

Is it tomorrow in Malaysia, right? Oh, it's 7:40. Yeah. Good morning.

Yes. Tomorrow. Yes, it's Friday. We have a lot of people that are here from tomorrow, so we're like "Back to the Future." Very much so.

Beautiful job. That was too fun. All right. Let's see what our...

I think, do I have... Oh, wow, Pig Latin, I've saved till last.

Remember, be sure that you put your questions, if you have them, in the chat.

Okay. She's okay. This is from a while ago.

Oops. Unmute whoever that was. You scare me. Okay, so Pig Latin.

If anybody who did our lessons during COVID time, where we did
16 lessons for kindergarten, 16 for first grade, second, and above, first
grade kids too, but definitely second above, we did a lot of Pig Latin.

If you want to have

a whole lot of phoneme substitution and phoneme deletion, Pig

Latin is the thing for you, and it's so fun.

When I was growing up, we used to talk in Pig Latin.

I had a friend, and my daughter Hannah has a friend also, they used to talk and
nobody knew what they were talking about.

If you don't know Pig Latin, you can't decipher what they're saying.

So Pig Latin is really fun. They have to be able to pull a sound out, push another
sound in,

doing that sound substitution. Alyssa's going to give you a link that has
all of the kind of rules basically for Pig Latin.

So this is what you do with Pig Latin.

So you take away the first
consonant or consonants up until the vowel.

Somebody said, "Well, if you're doing the word like stop, wouldn't it be top?"

I couldn't speak it fast. So even though if I was doing stop

without the S, it would be top. But with Pig Latin, we have to start at the vowel to be able to talk fluently in it.

So pig, we get rid of the consonant up to the vowel, and it would be ig, and then you add the consonant or consonants at the end, and then add a A.

So ig pay would be pig. Okay?

Atin lay would be Latin. Okay? So you take away that first sound, and then you add lay. I think I have... No, I have another one.

So now, if it's a compound word like bathroom, you're supposed to do ath bay oom ray.

But if I do a multi-syllable words like something, I'll do umthing say.

Okay? So if you had the word stream, you would get rid of the stre, that whole blend, which we don't teach blends or anything, but again, you're going to get rid of all that and start with the E, eam stray. All right?

If you start with a vowel, like you have am, you just add yay to the end.

So am-yay. All right. Are you ready?

I'm going to give you some words, and you can put in the chat what the words are. Okay? So I'm going to say, if you want to play. You don't have to play, of course.

But I'm going to say the word, and you guys are going to put in the chat what the word is. All right, are you ready? Ut way. Ut way.

I'm just going to start with some single words. Put it in the chat.

What do you think it is? Ut way.

Okay? And we'll go over them at the end.

All right, my next one is each spay.

Each spay.

Each spay. This is not very easy when it's out of context and everything, right?

All right. Same with word reading, by the way.

Here's my next one. Eight stray. Eight stray.

What do you think that one is? Eight stray.

Oh, I already did this one.

All right. And our last one is,

high chair. High chair.

Got it?

I love that you guys are playing with me. Way to go.

Ooh, we got some Pig Latiners in here, boy. Good job.

Yeah, so we had what was the first one. Utway is what.

Eachspay is speech. Eightstray is straight, and

high chair is high chair. Weird, right?

Especially if you're thinking about what the word looks like.

It gets really messed up. Sometimes people try to write it down, and that really messes you up, so don't do that. Okay, so now I'm going to do a whole sentence.

Are you ready? Here's a whole sentence. Let's see if you guys can decipher it.

Again, I did this in my online teaching with, like, 125 kids at a time.

My little Malaysia buddies were with us for that, too. Okay, are you ready?

Do you think this is

a difficult day? Okay? This is a question.

All right, I'm going to say it again, but I want you to write in the chat what you think it is. Do you think

this

is a difficult day?

What do you think?

Do you think this is a difficult day?

I can talk pretty fluent Pig Latin, actually.

So whoever wants to talk Pig Latin with me, I would like that. All right.

So I see a lot of it in the chat. Do you think this is difficult?

So practice it with your kids. Have kids practice it with each other.

They can do secret messages. What isn't fun about this?

It is so much fun. And your kids will absolutely love it,

too. So just start with

words and teach them how to do it, and then go to smaller...

One student said, "Can we do, like, a whole 45-minute lesson of Pig

Latin?" And I kind of started that out.

This is one of those things where you're like, "Ooh, that wasn't a good decision."

We did, I don't know, four or five sentences.

I was like, "This is too much." It was way too much.

And again, it was virtual with a whole bunch of kids from all over the world that

I didn't really know, but they just loved it, and they did love it.

So,

any questions about that, put those in the chat, and we'll talk about them in just

a second because we're almost done, and I have two minutes before my question time.

I love it when I'm actually on the time I think I should be on.

So, just talking about our teacher training, this is what we do mostly.

We also have a reading center where I work with people from all over the place,

kids and adults, but mostly what we do is we train teachers, and we help them

bridge the research about reading into practice in the classroom with

kids. And in a way that is simplified, not meaning it's easy

to do really, but it's simplified, meaning that it's very streamlined, and it's

very effective, and it's very efficient, and it's based on what the research says

you need to do. So, we do that for reading, spelling, and writing of all ages and

all grades and all ability levels.

So if you want anything about that, I had to put this down here.

We just had, like, literally today,

our hot-off-the-press Ebly training information. We just put it on our website.

It's a whole new kind of 12-page, what is this all about?

Because it's all the questions that people have asked us forever, and we're like,

"Maybe it'd be a good idea for us to put all of the answers in one place." So I'd

love for you to check that out. I'd love for you to give me your feedback about it,

too. And if there's anything on it that you're like, "That's kind of confusing," or

"That's whatever," if you would let me know, I would be greatly

appreciative. Okay? So you can find out about that, and then you can share your

feedback if you would. And this just shows some of our training.

We have videos that you get to watch of us teaching Ebly in a classroom or small

group or one-on-one, and I teach kids up through high school,
from whole class to one-on-one, via video at first.

We gradually release the teachers, and we basically teach everything, which is
really, really fun. It's our passion, for sure.

I would love to ask if you would share if you found this valuable today.

When you get the link tomorrow, especially, share on your social media
for people to sign up and do this,

and tell them about it if you think it's beneficial, because that's how we spread
the love and get to all of our collective goal of teaching the world to read.

So. And I just finished this. This took me, like, forever

and a day to prepare for next month's webinar, but I just finished it today, so I'm
pretty pumped. The next webinar's going to be Thursday, September 16th.

I'm not going to be here in my office.

Only, like, eight days until October 2nd from now.

So I have to get my act together ahead of time here.

But this one is going to be about do this instead of that so you can accelerate and
streamline your instruction. And I had so much.

I probably had 30 things on a list. I'm like, "I'm not going to do 30 things." So I
broke it into two, and then I narrowed it down to just six things that I'm going to
teach about phonemic awareness and phonics, and then part two is going to be about
reading and text and writing and handwriting and spelling.

So some things that, if you do this instead of that, we have found through our
teacher training and them teaching Ebly and us, of course, teaching Ebly to really

accelerate instruction. So Alyssa is going to put the link for that in the chat. You can sign up for it ahead of time.

And so you'll have that, and if you can't attend live, the recording will be sent to you just like for all of our webinars. Okay?

So I think that is it, and I'm going to quit sharing my screen, and I get to my favorite part, which is questions. So Alyssa, do we have any questions?

And you can still put questions in the chat, too. We'll be happy to grab those.

Shannon's been grabbing them all along.

We do.

This one has three different people commented on it.

So this question, it says, "Why do you use three sounds for car instead of two?" Someone else had the same question about the A-R.

And then it said, "In Australia, car has two sounds because you don't emphasize the R."

You're right. They do. And so in Boston, they do that, too.

They say paak, paak. So different dialects in different areas, like in Canada, they don't have the sound ah. They don't do that sound.

So obviously, we're going to teach them that sound.

So with sound, you do need to vary for dialects, actually. When I do training, I do it how we do it, and obviously they, excuse me,

adjust to that. But if we say the word car, like most of us do in the United

States, except for in the Northeast, car, every time our mouth moves, okay, it's a

different sound. So car,

excuse me, shouldn't have taken a drink of water, is if I touch my fingers for each sound, you'll be able to hear that.

C-a-r. Car. So taking away the car without the r is ca.

Right? Just like they say it up in Boston and down in Australia.

So a lot, a lot, a lot, a lot of teachers really have a hard

time with that we separate those. But what we're doing with Ebly is we're

segmenting each sound and accessing the sound so we can put the spelling with it.

Many kids, and I know even if a parent, if you have kids spell car, they'll spell

it C-R, because we're telling them that that's R, which is the name of a letter,

and every consonant letter name is at least two sounds.

That's in next month's webinar, actually.

So It messes up with spelling, but also with that segmenting, all

right? And also with reading. So large, l, ar, ge.

So if my mouth moves twice, it's two sounds.

So even if I'm saying the word are, like, "How are you?" Are, you can

see my mouth move twice and you can hear that a, because the vowels are the volume,

and you can sing them until you faint.

So, are. And same

with ear, ear, or air, b, a, r. So

separating them so they can access the sound and put a symbol or the spelling to it

makes it a lot easier for kids. Teachers, again, little kid teachers really don't

like that much at first until they see how much easier it makes life.

And it also accelerates their progress with both reading and spelling, and they don't have that issue.

So that's why we separate it like that. Hope that makes sense.

Okay.

Next, from Jacqueline. Sorry, I didn't even state who did the last question.

That's okay.

Thank you. From Jacqueline, what phonemic awareness program do you recommend for ELLs?

EBLI.

Really, I do.

For all kids, phonemic awareness is phonemic awareness.

Doesn't matter what language even you speak, actually.

And with ELLs and with older people, like past 30,

all right, that's not older, I just turned 60 for goodness sakes, so for older than

30 people,

and for very beginning kids, a lot of times we'll do what's called parroting.

So we'll say the sound and have them say the sound.

So they're still segmenting, so if we're going to say bear, b, and then they say b.

A. So Alyssa, be my parroter, okay?

I'll say-

Yeah

... b.

B.

A.

A.

R.

R.

Bear.

Bear.

Yeah, so doing that parroting with ELLs, but

again, doing segmenting, blending, phoneme deletion, and phoneme substitution with
and without letters, that's the key, and doing it small group past kindergarten.

This is one thing that I see most every place we go, people are doing phonemic
awareness all year long for 10 minutes a day, the whole entire year, for years.

Phonemic awareness is like

blending and segmenting, and even deletion and substitution.

It's like learning to ride a bike. Once you can do it, you don't need anymore.

And if you do it whole class, the ones who do it well are going
to benefit and they don't need it because they already know how to ride the bike.

They can do it. And the ones who don't do it well are going to be hiding and
waiting for this student to say the answer, and then they'll say the answer,
they'll just move their mouth. They're not getting the benefit because they're not
getting the directed error correction and

all that they need, which they would get in a small group.

Really, our

phonemic awareness stuff, we do say as we write always, because that's

teaching them more of the phonics code piece without rules, but we do not do isolated phonemic awareness activities at all, quite frankly. Once they are mostly fluent with blending sounds, segmenting sounds, and deleting sounds. And the other thing is with your instruction, like we're going to teach them multi-syllable words like, I don't know, behavior or whatever.

B-e-hav-i-or. Say /y/. They're pulling out a sound and pushing in a sound, so the instruction is actually going to do that with application. One thing we've got to really be careful of is just doing isolated... My blog I did on this is island teaching.

This is an island, we're going to do phonemic awareness.

Now we're going to go over to this island and do spelling.

Over here, we're going to do vocabulary, and over there, it's going to be phonics time. All the time is all of these integrated in together time.

That's how you boost where kids make tremendous gains and really are real readers and writers, including multi-syllable words, even in kindergarten by the middle of the year. So ELLs, same thing.

The thing that I do differently with ELLs, is if I'm going to blend some sounds with or without letters, I'll use a picture more to

increase their vocabulary, because depending on where they are as far as their speaking vocabulary, if they're very new to English, you need to show them

what the word is that they're saying, because I can say all kinds of Spanish words, but if I don't know what the word is, that's not going to help.

So, you need to have that a little bit more robust vocabulary, and we'll look at the picture afterwards to show them what it is that we're talking about. Hopefully, that is helpful. If you need some clarification, feel free to put it in the chat, and I'll get to you.

All right. What else, Alyssa?

Okay. This is from Hannah. What skills should be prioritized for pre-K students?

Blending and segmenting. Blending and segmenting.

If you have blending and segmenting of sounds, down to the phoneme level.

Now, not because I'm like, "I'm against this," though now I am, but

I've never taught segmenting of syllables before.

I teach that when we do multi-syllable after we've done blending and segmenting of sounds, but that it's kind of a different thing.

I've never taught little kids how to segment syllables.

I've never taught little kids onset rhyme, ever. Never.

Only because my training in phonographics way back when before I created EBLI was always do it at the sound, because that's what the research says.

And even David Kilpatrick, he says phonographics is the only program,

the only-- Now, I'm going to say that again, because that's pretty

profound. The only program that has extremely high

effectiveness as far as their standard scores gains and effect size gains and that

type of thing. And they do with and without letters, and

they... I forgot what I was even talking about. Tell me the question again, Alyssa.

Oh, I lost it. One second, it was about prioritize for

pre-K.

Oh, yeah. So starting at the sound. Phonographics is what I learned first.

They always start at the sound. I wasn't nervous, for goodness' sake, because I

didn't know what was supposed to be or not be.

A lot of times, my ignorance makes us raise the bar really high, and we didn't even

realize we were doing it. But so starting at the sound, why would we start at the

syllable? The kids don't need it. Why would we start at onset rhyme when they don't

need it? No teacher ever has said to me, "Wow, I have so much extra time in

the day. Could you give me some extra stuff to fill it in?" No.

So we want to be as efficient as we can with what we're going to be teaching for

our kids. So blending, segmenting. And again, starting with a baby.

"Oh my gosh,

we're going to have so much f, u, n, fun. Christopher's obsessed with the fan.

Oh my gosh, look, I turned on the f, a, n, fan." And then he

starts saying the sounds, and of course, the words, too. It's amazing.

Now am I asking him, "Christopher, tell me the sounds in fan?" Of course not.

But giving him that exposure to that means that by three, just

like Reagan and like Ronan and like all of our little kids in our world, our EBLI

world here,

they're able to blend and segment. It's no big deal.

And they're also able, they understand that it goes along with the spellings that we use. They all know that, because we give them exposure to it, and then we teach it to them explicitly.

So blending, segmenting first. And those are the top dogs.

And then phoneme deletion, which will be pretty easy, quite frankly, once they can truly blend and segment. And then substitution, which you have to do every single, most one-syllable words and every multi-syllable word, you have to do phoneme substitution. If you read the word bear as beer, okay, you have to pull out the E and push in the A. You have to do that all the time when we're reading and spelling. Yeah, great questions

Okay, there's another one. I'll scroll to it.

Linda Brokenshire said, "Are you saying this is only done in small groups as far as the instruction?" I believe she's talking about doing EBLI when you were-

Oh, no. No. Not these games even, too, but no.

Phonemic deletion and substitution, those things, and even segmenting, quite frankly, at the beginning, not in kindergarten, but first grade and above, yes.

All of EBLI is done in whole class instruction except for that.

And actually, past first grade, we don't teach isolated phonemic awareness activities at all, and really not much in the first grade even, unless it's in remediation, and we do that in small group, because then you can do the error correction. So almost all of EBLI is taught whole class.

It's much more efficient, and then you can differentiate and individualize in your

small groups and stuff. But for phonemic awareness, past kindergarten, we do whole group in kindergarten with what's fast without the foot and that type of thing.

But beyond that, many of the kids don't need it anymore, so we don't teach it to them, and the ones who do, we teach it in their small groups until they've got it, and then they're done. And very rarely in an EBLI classroom do you get kids past the middle of first grade,

even not that far actually, that need any more phonemic awareness isolated activities, because everything that we do, we're still going to be doing phoneme manipulation and substitution and segmenting for sure, especially with the letters added to it,

to really accelerate, so we can get into the text and do the fun stuff like read and write.

Yeah. So no, we are not big on a whole bunch of small group instruction unless you're doing read-- We like reading in small group, too.

Targeted reading in small groups, so you can differentiate with kids that are different abilities and move them further and faster, do the error corrections and all. Yeah.

Okay. Next from Morgan Burke, "I've heard that we should avoid asking children to say this every time because it can create dependence and/or demand anxiety."

Okay. Say that again, because I don't think I got it.

Yep. Okay. "I've heard that we should avoid asking children to say this every time because it can create dependence and/or demand." Like maybe

say A or when they-

Like say, "Aah?"

Mm-hmm.

Maybe she can put it in the thing, but if we put this as say "Aah," that's so interesting. I don't know who Morgan Burke is, but I will tell you from 25 years of doing this with tens of thousands of kids of all ages, my experience is the exact opposite. When you tell them what it is, and we say to our kids in here, by the time they get to our reading center, most everything else has failed them. Okay? They've had a lot of trauma. They're in post-traumatic stress, and they oftentimes are shaking, even little ones like in first and second grade.

And we tell them, "If there's something you don't know, we're going to tell you."

So it's very purposeful and very scaffolded and all, and if they say, "V to whatever," for virtual, we'll just say, "Shh." They say it, and then they're good. But we don't just do that.

We're teaching them the code in a very explicit manner with sorts and different things so that it makes sense to them, and then it's the process and the system of logic that they use. So my experience with that-- It's another thing.

People say this is a whole other webinar, and I'm not going to get into it because everybody on the EBLI team knows I can go off on this, but it's about inventive spelling and don't ever correct their spelling because then it makes them say-- In theory, it's a lot of things that teachers have been told.

No adults ever say that other than teachers. So it's a teacher thing for sure.

That teachers have been indoctrinated in.

But if you ask children or you ask parents, the kids who hate writing the most are the ones that have never been taught how to do it or how to spell or that type of thing. They despise it, and they won't write. Ask a high school teacher.

They'll tell you for sure. So we show them what to do, not like, "This is all wrong. We're going to put it all in red," but we have a process that we do with that. So a lot of things, I have read, I was into the whole science of reading stuff way before it was anywhere near cool.

It wasn't cool, and I didn't talk about it because nobody wanted to hear about it 25 years ago. But so many of the things I read where they said, "This is absolutely what the science said." I'm like, kids can't learn to read past third grade. I'm like, this is so weird because we're getting kids after kids now, hundreds, now thousands of middle schoolers, high schoolers, adults, and they learn to read so much faster than everybody else really well.

Why is all this research saying you can't teach somebody how to read past third grade? That's not true. So I read research, and then I go to apply it.

If you can't have this research that it transfers to life, we aren't going to have anything to be doing with it. With doing it with fidelity and all that kind of stuff. But there's so many

things that research says-- There's some really good, solid scientific research, like on phonemic awareness and that type of thing.

But there's a lot of things that people say, and I always say, don't believe anyone, including me, until you try it yourself with fidelity and see what happens with these kids. So I would have to say the flip side

is really the case. If we don't tell them and say, "What else can that be?" They're like, "I told you what I thought it was.

I don't know what else it can be." We've got to teach them and tell them that stuff, in my experience. And the teachers, we've trained thousands and thousands of teachers, and they say the same thing. So.

So hi, I'm Morgan.

Hi, Morgan. Mm.

I want to just clarify, so I'm an SLP.

Okay.

And more comes from when we get children that are brought to us because they're not speaking yet, it's about creating the opportunities for speaking. Absolutely, we teach them what the sounds are.

This sound makes this.

I think there was one thing that you said in terms of this makes the sound as say "Ah."

If we do that all the time, sometimes kids will just shut down.

So that's where that was coming from.

With the kids, for us, we

would never teach "ah" by itself unless it's the word A or "uh," whatever.

We would never teach a letter or a sound by itself.

We would always teach it in the context of a word, and we may do pair-- We have all kinds of scaffolding supports that we do with them.

But what it does is it moves them quickly to success.

So speech kids, we call them the marble kids, where you can't understand, you know what that is. We're like, "What are you saying?" And their parents and their siblings can decipher that. They, "Oh, she said this." I'm like, "Really? Wow, that does not sound like that." But when we do this in this isolated, like okay, we're going to make at. Let's say we're going to do that. What's the first sound in at? Ah. Put that down, say "Ah." What's the next sound in at? T. And then we talk about--

This is another thing that's a whole other deal, the speech mouth walls that are going. And with speech, you do that with your mouth.

We do that with maybe 1% of kids are in here that we need it, but the majority of kids don't need to have so much the mirror and look at and we'll say, "Tss." And if they say, I guess if they're going to "Vuh" and "Fuh," or "Thuh," that one, and they say, "Tss," and we talk to them, this is how your mouth is. Say that, at.

Now it's meaningful and relevant because it's a word.

So we don't ever tell them that this says anything because the letters don't say anything. We do the saying. These are symbols that represent them.

So we do it Totally reverse, speech first, then print.

99% of instruction in phonics and that type of thing is print first and then speech, which requires all these rules and all these gyrations, all kinds of stuff that gets kids really confused and frustrated too. So one of our biggest things, Morgan, one of the top things, decrease anxiety. We have so much anxiety walking through our door at our reading center every day, over-- and it's gotten worse in 20

years instead of better. It's like, what is going on? See it at schools.

These kids are freaking out.

They can't learn if they're at that level of anxiety.

So we have tremendous amount of things that we do that are integrated into what we do to decrease that anxiety, increase the success, while challenging them enough so they can make some mistakes, but being right there to provide the support for it.

Yeah. So thanks for that question, my dear.

What else, Alyssa?

We have some other great ones, but I want to touch on, we've had quite a few people ask if the recording will be sent out or if they'll be able to see the handouts, like the slides information. They want to know, like the-

Yeah, the whole recording will be sent out, so you'll get to see everything I said and did. So those will all be... Yep. And all the links too.

All the links that Alyssa's been putting in the chat, we will include those.

And, yeah. Those all come out.

Okay.

Yep. Tomorrow morning is when that gets sent out.

Okay, next question, Fiona. "I teach a multi-grade upper elementary class.

Is it detrimental to do activities that are way above some students?

They cannot blend and segment well yet.

I mean doing activities as a whole class."

Yeah. Fiona, I love your name, number one. And number two, that's a great question.

And yes.

Every single classroom has kids that can't do-- Our bar is way up here.

Way up here. And teachers are like, "We c-" That's one thing with ablely people, they're like, "Ugh, that's a little too hard." And we're like, "We're not throwing them off the cliff." We're holding their hand and taking them on steps down the cliff. So when you do some of this stuff whole class, even if this child, and this child, and these children can't do it, they're hearing it, they're experiencing it, then you're going to get them in small groups and do some more guided error correction and instruction that way, more focused. But definitely.

So whole class, I just had a teacher that's like, "I'm going to do this, and this, and this small group with ableys." And I'm like, "Why would you want to do six small groups for a half hour?" So that's what?

Three hours worth of time, when you could do the whole class for a half hour, and you're saving two and a half hours worth of time you can do in your small group.

Some of those kids will need something like differentiated, but some of them, they've got it all whole class, they don't need it anymore.

So these kids at least had exposure to it.

If you need to reinforce in small group now, and those older kids, Fiona, oh my gosh, they move so fast. It's so fun in whole class.

And these kids, a lot of times in our abley schools, for some reason, it used to happen more often than now, but they would start with their special ed teachers.

And so kids would go to special ed, they'd start coming back to the general ed class, and the special ed kids would fly above the general ed kids.

And then the general ed teacher's like, "Uh, what's going..." They're raising their

hand to read, and they're very obviously doing better, and especially in those middle grades. And so the general ed teacher's like, "Uh, what are you doing? Because I'm kind of wanting to do that." And because all of them can fly really far, really fast, and especially, kindergarten developmentally, it takes more do, do, do.

In first grade a little bit, but once you hit second grade and above, the sky's the limit for those kids. So even those ones that are really low, you can move them far fast. So yes, for sure do it whole class.

Give them supported small group instruction, and error corrections, and scaffolding that way. But even you've got those little firecrackers in the little grades where if I don't have my foot, or hand, or something on them, they're off.

I'll have them come up and stand and hold my marker for me or whatever.

They're not doing any of the work that we're all doing.

They're hearing maybe what we're do-- And they're there, so they're being exposed to it too.

Some just take a lot more time, and energy, and effort to guide them to where they need to be. It's a great question, though.

Okay. From Caitlin Newhouse, "What's your opinion on sound walls?"

The mouths?

Well, it just says sound walls, so I'm not sure.

It's probably the mouths, because that's the hottest thing of hot, too.

I don't understand them, personally. I've never taught them.

I've never been in a classroom that had them.

Right now, if you look especially on the science of reading page, you would think sound walls are the only thing that ever was in the history of land, and that it's going to make everybody read. Would I do a sound wall? Mm-mm. Never. I mean, why?

Because, and I'm going to say why I say that, you may have one child.

Now, here at my reading center,

not even 1% of the kids we've had in 25 years did we need to use a mirror and do the how you hold your mouth so much.

Now, if I'm teaching kindergarten, do we talk about, "Yeah, this is a a.

Look at your mouth, it's that shape, a.

Everybody say a," as we're making the word on, or hot, or whatever.

So doing that type of thing, but I don't understand sound walls.

I don't know what they're going to do with them.

They

kind of look like a-- this sounds bad, okay, so I'm going to say, like some kind of scary movie to me. I'm like, there's all these mouths doing all this thing.

That's one problem I see. I don't know what you're doing as far as instruction, and

if this is not necessary, I'm very big on don't do what's not

necessary. Nobody I've ever seen, and we have never, and no teacher I've ever taught has ever used that. So people are using a lot of time and energy to get their classrooms ready with that.

I think it's great information for teachers to have, how you hold your mouth, because it's not something they've ever even been exposed to, most teachers.

I think that's great, but what are we going to use our instructional time for with

those? And I can't even speak to them because I don't know what you're going to do with them. Not you particular, but anybody's going to do with them.

I know everybody seems to have them now, and they take up an awful lot of space, and how is that going to benefit the children? So I wonder about that.

So my opinion, that's my opinion. That's probably a little too brutally honest for, it is 8:00 at night.

So I don't know. There's a lot of things that I always look at.

It's like, is this absolutely necessary to teach somebody to read the...

Now, I think for the speech people, for sure in speech and language, okay, that they're going to have that. Morgan's going to have that in her room, obviously. Those are the kids that come to her.

But in a general ed classroom, the vast majority of those kids, that's not the job of the general ed teacher, per se. To spend a whole lot of time and energy on that when they have a lot of other things that they could be spending a whole lot of time and energy at. So that's just, I don't think they're bad, per se.

There's many things that are detrimental to children, and I don't think that is it.

I just think that they're going to be using up a lot of time that could be better used otherwise if we're looking at them for student instruction.

So I think it's great for teachers to know that information and be aware of that.

I think that's very helpful. Yeah.

Okay. Lindy Ann, "Can you talk more about inventive spelling?

Any suggestions for encouraging kiddos to write, or maybe suggestions on how to implement journal writing in the best way?"

Yeah. No. Probably none on that. That's a double.

I've been thinking about, I've been trying to get brave enough to do that webinar.

Might be next year.

So I can't speak on that in a few minutes or even probably an hour.

What I would say is this, I would give you one piece of advice on that, and this is what I would do with, and what we do do in EBLI, actually.

It's too big of a thing to-- But anyway, have your kids write on a whiteboard when they misspell words, which they all do really, really well, especially the older they get, the better they are at misspelling words.

Show them what the word is, have them rewrite it instead of just showing it to them, erase their word, and have them write it.

That's a good start, for sure. But

if I had a school, no children would be writing and writing and writing and writing before we've taught them how to write.

That would be like me asking you to do EBLI and EBLI and EBLI wi-- "Ah, you don't need any training. I don't need to teach you how to do this.

Just figure it out on your own." You wouldn't do it, for sure.

I know that from experience, really, with lots of teachers.

You wouldn't be able to do it. You don't know how to do it. Nobody's taught you.

So many teachers, you guys get this all the time. "Here's this whole new program.

I'm not going to give you any training on it. Figure it out." What do you do?

You're like, "I might do a thing or two." Or this is what five and six and 10 and

20-year-olds are like, "Nobody ever taught me how to spell or write.

I'm not going to write much." The little ones will write much, and then as they get older, they're like, "Raise your hand if you like making mistakes." None of us do. "Raise your hand if you'd like everybody to see all the mistakes you make." Zero of us would raise our hand for that. And we're asking these kids, so as they get into second and third, they're like, "I'm not going to be doing all this writing so everybody can see how bad I am at it, and my teacher can't read it, and I don't even know what I wrote," and that type of thing.

I'm not a fan of inventive spelling.

And we let kids spell, little ones, and then we give them the correction, but we start small and go for quality, and then we move to quantity.

But again, watch for my webinar when I-- You'll know that I've probably had a glass of wine or two, and been like, "Oh, I'm going to do this webinar." So yeah.

It's a big topic. It's big. I might go to spelling in general before I go to writing and inventive spelling. It's like the letter names.

People say the letter names are going to help you to read. That's not true.

There's correlation research that says the kids who know the letter names are typically better readers. However, it's not because they know the letter names.

That's why Dibbles and those guys don't have letter name instruction, but they do have a letter name assessment because there's a correlation there.

But what does everybody do? "Oh, there's a letter name assessment.

Let's teach all the letter names." The letter names are like your middle name.

We don't need to get rid of them. We can teach them.

Not anything to do with reading, we don't need to really.

But it's the sound that we need to access.

And it's the same with inventive spelling.

People are like, "Oh, we want to let them inventive spell, so they can get their thoughts down." Well, yeah, but in the meantime, we need to teach them how to do this and also give them corrections.

I don't like doing anything wrong.

I do a lot of wrong things with technology, and I don't like it.

It makes me crabby and grumpy, and I get really irritable.

And if somebody were to teach me, a lot of times, our team here, they like to do it for me.

They're very sweet, and they like to fix it for me.

So they do it for me, so they've given me a fish, but they don't teach me how to fish. I need to be taught how to fish because somebody's going to have to do it for me. I'm going to be reliant on them always.

Kind of happens with a lot of things, actually.

If nobody teaches me how to do it, it's frustrating.

And that's how your kids feel because nobody's taught them how to spell or to write. And they get to be adults that don't know how to spell or write.

And anybody who is not spelling or writing well or correctly are not reading anywhere near their potential. So anyway, that's a very longer answer than I-- See, I always get hooked in on this one. So I'm going to stop now.

You want a couple more?

Yeah. Go ahead.

Okay.

Linda Brokenshire, "Do you ever have teachers who teach other languages using the techniques?" And she also wrote, "I teach in French, and I can use these games," which was fun.

That's fun.

I had a Spanish teacher once. I mean, I've never taught them to do that, but I would imagine Spanish is a whole lot easier than English, though.

But all of our European languages basically are sound to letters. Letters are the symbols for them.

A lot are more simple than others, like Italian and Spanish are a lot easier than English. So yeah, you certainly could use it.

You snatch the sound, you say to the letters that represent them, and go for it.

Sounds are sounds. Yeah.

Okay. Leanne Renee, "Does this align with structured literacy?"

And thank you for this workshop."

Very much so.

I don't know. Sometimes I think structured literacy is code for

Orton-Gillingham type of instruction, or print to speech,

is what I get out of that. And then there's two S's that start with as far as--

But structured literacy that's effective and efficient, okay, and sequential,

that is totally EBLI. Totally. However, what's different, EBLI is speech to print,

and almost all other phonics programs are print to speech, which

causes all of these gyrations that have to happen, like syllable rules and

phonics rules, and a whole bunch of things that we have to do, schwa and all that, that we have to do to explain stuff because it doesn't fit in to our speech-to-print piece. But when you go speech to print, all that stuff falls away, and you don't have to worry about it. So that's fine.

Next month's webinar, I'm talking about that, so come to that.

All right, let's do one more, Alyssa.

Okay. Oh my goodness. No, I was not ready. Sorry.

There's some more stuff in Somos I think that we can skip.

Jacqueline says, "Is there anything to buy to use in grades one and two?"

To use...

I think to help. I don't know whether she's referring to

EBLI

specific things.

We could go back to that.

We do have some apps. We have EBLI apps.

I would say that a lot of schools that don't do EBLI buy the EBLI apps.

Well, a lot of kids actually learn how to read with them.

There's very basic ones to start with three to six-year-olds, and then we move up to-- I would highly recommend if you're teaching first and second, especially second,

the Sight Words Made Easy, the EBLI app.

It's sight words by sound, like all words, because any word you can talk,

you can sound out. So we teach sound to symbol.

If you're familiar with Heart Words, our EBLI sight words process or high-frequency words process is much faster because we

just go all by sound, and then we put it all together, and it's just really quick.

So you can teach those words really fast. And our app does that.

Also homophones, so that you can get into some writing.

So I would highly recommend. It's on iPads, and then also Android tablets and Android phones, and what's the other one? Kindle Fire.

We have three apps. EBLI Island is our first one for very, very beginning readers.

A lot of kids have learned to read just with that, which is fun.

It also includes handwriting in it because we're big on that.

EBLI Space is a continuation, a little bit more into first grade.

And then EBLI Sight Words by Sound through adults.

It's great to really kind of get the EBLI process.

So yeah. All right, I think now we're over my time.

I try to say, okay, only 15 minutes over for those of you who hung out with us this whole time. Thank you. And you will get the recording, and I appreciate you all very much. Watch for next month. I'm telling you, it's going to be good and fun.

I'm pretty excited about that one, too.

And it is always a pleasure to be able to share with you and to be able to interact with you and with your questions and all.

And thank you for playing with me and playing the games and all that good stuff.

And it was fun. All right. If you have it, do share.

I would love it if you would share the sign-up stuff so other people can get this webinar, too, and learn.

So we're all learning together. All right?

Thank you guys, and have a wonderful rest of your evening.

And thanks for all of you who came from tomorrow over there in Asia and Australia and New Zealand. I know we had a lot of people from there.

So very excited and glad to have you guys. So thanks so much.

Have a good night, all.