

## K-3 Essential 4, Bullet 5 Spelling with Sounds Sample Video

MAISA Literacy Essentials

<https://youtu.be/Y7CCONFIRwc>

Narrator: When students have daily opportunities to write meaningful text in which they listen for the sounds and words to estimate their spellings, they build phonemic awareness. In this classroom, students are sounding out words and matching sounds to letters as they write.

Teacher Caroline: Today, you are going to see the kindergartners in my class writing a rough draft about a recent field trip experience that we had. They are going to be drawing this out and labeling it. And when they're labeling their illustrations, they're going to be stretching and segmenting sounds.

Keenan, tell me about your paper. Tell me about what you're drawing here. What was your favorite part or your favorite exhibit?

Student: Oh the gravity room.

Teacher Caroline: The gravity room. Okay. So let's try and label our illustration about the gravity room. Do you want to call this whole thing gravity room, or what would you describe as the gravity room?

Stretching words out is where we take the sounds and we slow them down, and we do that for the students to model it to them first, and then we start to segment the sound. So first, if I were saying the word fin, I would say ffff—iiii---nn that's stretching it. And then I would segment a little bit so that they know that I'm going to be separating those sounds, kind of letting them know that that's probably where a letter is going to change. So I would say so f. i. n. it's now segmented into parts.

Okay. So Keenan, this you called the what?

Student: Gravity room.

Teacher Caroline: The gravity room or the gravity house. So let's try and label the word gravity above here. So let's write the word gravity. Say the word gravity. Say the word gravity.

Student: Gravity.

Teacher Caroline: Okay. Say it nice and slow. Each sound you hear. Good. Let's try and write those letters or those letters that represent those sounds. So, what was the first sound again?

Student: G

Teacher Caroline: But what was the sound? That's a letter name. What was the sound you heard in? You said it. You said gah say gah. What letter belongs to that sound,

Student: G. Okay.

Teacher Caroline: Go ahead and write it. What's the next sound?

Student: A

Teacher Caroline: I heard you say er, ah so then you told me A, but you forget one. Grr What sound does that?

Student: R.

Teacher Caroline: What's the next one?

Student: A

Teacher Caroline: What's the next sound? Gravv

Student: V

Teacher Caroline: If you think so, write it. You can keep going in there. I know that it looks like we ran out of space, but we want to keep it the same word. Okay. Go ahead, write it over here. You can kind of make it go down a little bit, so it doesn't cut into your illustration. What letter?

Student: D?

Teacher Caroline: Okay, so let's see what you have. You have G-r-a-v-d, is that what you wanted?

Student: G-r-a-v-d

Teacher Caroline: Oh, you said something extra in there. You said gravi-

Student: l?

Teacher: Where? Grav. Right now you have grav-D. Where does it go? Let's stretch those out. G-r-a-v-i-d. If you wrote it there, what would it be?

Student: Gravi-ey-d?

Teacher: Gravi-ey-d? That's not right. So where should we put it? We have, let's stretch it out. We have g-r-a-v-i-

Student: Right here.

Teacher: Oh, so we have gravidy. Is it gravidy? Sounds like gravity, but it's gravity.

Student: T.

Teacher: Okay. All right. Good job, Kenan. Go ahead and finish writing some of the labels for the other things inside there. Okay?

Student: What about gravity room?

Teacher Caroline: Sure. Go ahead and write room next. Gravity room.

Segmenting helps students to become independent writers. So, the more that they practice and the more that they see that sounds are connected to letters, then when they go into writing independently,

they feel more confident, and they are able to build on their writing skills. They're more apt to take risks. For example, I've had students who can write things that they want to write and they're not limited to those high frequency words. So, for example, I have a student who is writing about frogs, and he wanted to write that three colored frogs are poisonous. Now poisonous is something that he would really have to take a lot of time to separate and segment those sounds out on. And if he didn't have that confidence where he had strategies built up to be able to do so, then he probably wouldn't have wrote poisonous. He probably would've drawn them and probably that was it.

Okay. Now before we get too far in our illustration where we forget what our picture was, what are these things?

Students: They're the dominoes.

Teacher Caroline: And what is this thing?

Student: It's the table that had all the dominoes in it.

Teacher Caroline: Okay. So can we try and label these pictures before we forget? What would you like to label first?

Student: Down here?

Teacher Caroline: No. On your illustration, what would you like to label first? The table or the dominoes?

Student: Dominos.

Teacher Caroline: Okay. So, let's put a little label up here for dominoes. Okay, so we need to stretch out the sounds in the word dominoes. Oh, that's a big word. Let's say it together. Ready?

Student: Dominoes.

Teacher Caroline: So we have, D- go ahead. Say the sounds again.

Student: [Sounds out word]

Teacher: You forgot a letter. Alright, so you put D., say it again for me. Good. And if it's Dominos, what sound is that? Good! I like how you stretch those sounds. So, you have dominoes here. And what is this a picture of?

Student: Table.

Teacher Caroline: Table. So can you label the table.

Student: T-A-B-L

Teacher Caroline: Table? Now what if I told you it's table? Oh, good

Student: Table.

Teacher Caroline: Oh good. Go ahead and keep adding to your story.

A lot of times when they're writing independently, they are so excited to share their work because of the amount of work that they've put in, by stretching those sounds, segmenting those sounds, and being proud of the fact that they know what they're talking about.

Narrator: Learn more at [literacyessentials.org](https://literacyessentials.org).