

Wiggly Words

Teacher's Guide

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Overview:

The Wiggly Words Treasure Chest consists of a series of five lessons that all follow the same format. Each lesson begins with storytime and a focus on the area of phonological awareness emphasized in the picture book. After the story, the children will watch a short video clip (or two) from a PBS KIDS show that showcases the same early literacy skill. The children will then engage in at least one hands-on activity that further supports their language and literacy development. Each lesson also includes materials for a center activity where students can work alone or with another student to play with sounds, syllables, words, and stories. Finally, each lesson contains links to PBS KIDS games that will allow the students to continue to practice pre-reading skills. (These games can also be played in the PBS KIDS app.)

Sequence of Lessons:

- **Day 1 - Listening for Sounds**
- **Day 2 - Recognizing Words and Syllables**
- **Day 3 - Onset and Alliteration**
- **Day 4 - Rhyming**
- **Day 5 - Vocabulary and Story Comprehension**

Day 1 - Listening for Sounds - (We can hear all sorts of sounds that make our ears wiggle.)

Early Learning and Development Standards

Language and Communication

a. Demonstrates understanding of increasingly complex language.

Phonological Awareness

b. Develops awareness of initial sounds, onsets, and rimes in spoken words.

Overview of activities and materials needed

Book: The Listening Walk by Paul Showers

PBS KIDS Videos: "Sounds Like..." [8 min, 49 sec] https://tinyurl.com/3hx8j66d and "Power Paige's Art Smarts" [3 min, 1 sec] https://tinyurl.com/3xyv4jk7

Activities:

Guess the Sound

- Sound cards https://tinClayurl.com/y234r4yz

Slinky Sound Stretch

- Slinkies
- Sound cards https://tinyurl.com/y234r4yz

Sound Soup

- Plastic pails

Center Activity: What Do You Hear?

- Plastic bottles
- Beans
- Rice
- Rubber balls
- Pom poms
- Construction paper
- Tape (not included)

PBS KIDS Games: Nature Sights and Sounds https://tinyurl.com/3kev4hbc and Sounda-pa-looza https://tinyurl.com/429bake3

Procedure

Step 1:

Read The Listening Walk by Paul Showers. Have the children mimic the sounds in the book or pause and let them guess the onomatopoeia (sound words) before you read the text. Discuss the rule of silence and talk about why the character and her father do not talk. Explain how keeping quiet helps their ears catch soft sounds. Ask the students what sounds they hear when they go on a walk in their neighborhood and ask them to imitate those sounds. Ask the children to be very quiet and listen for the sounds they hear in the classroom or on the playground. You might have them close their eyes to heighten their auditory focus and block visual distractions.

Step 2:

Watch "Sounds like ..." from *Peep and the Big Wide World* [8 min, 49 sec] https://tinyurl.com/3hx8j66d. Discuss all the sounds that prevent Chirp from singing his new song. Ask the children what sounds Peep and Chirp heard when they realized they were lost. Discuss how Peep and Chirp are able to find their way home by following familiar sounds. Next, point out that the sounds in the video were mostly environmental sounds. Say that in

the next video, the sounds we will be listening for are speech sounds, the sounds we make when we use words to talk to each other. Watch “Power Paige’s Art Smarts” [3 min, 1 sec] https://tinyurl.com/3xyv4jk7. Now see if any of the children have names that begin with the /b/ or /d/ sounds. Can they find things in the classroom that start with those sounds?

Step 3:

First, practice making and listening for environmental sounds by playing the Guess the Sound game. Pass one picture card https://tinyurl.com/y234r4yz out to each student and have them keep the picture hidden from their classmates. When it is their turn, ask them to make the sound they associate with the image and have their classmates guess what is on the card. (If a child draws a card with a question mark, they get to make up their own sound.) Next, practice speech sounds. Demonstrate how to stretch out the sounds in the names of the objects pictured in the previous game. Give each child a slinky and then have them, for example, say, “cccccc...oooooo...wwwwww” or “dddddd...oooooo...gggggg” while stretching their slinkies and identifying the images on the picture cards. Finally, make Sound Soup by filling the plastic pail with things that have the same beginning sounds - Ex: "I'm making **/m/** soup!" - Children add items from around the classroom: mouse, moon, mitten, muffin, marker, etc. (You may want to prepare for the game by strategically placing appropriate items in view of the students.)

Step 4:

Set up the What Do You Hear? Center Activity. The children will guess what is in each mystery jar by shaking it and listening. The activity is self-checking because the children can look at the bottom of the jar to check their guesses. You may also want to try an easier version of the activity by displaying one item from each jar and having the students match the sound they hear in the jar to one of the items. Over time you may want to change the items in the jars and switch in things like beads, marbles, pennies, etc.

Step 5:

Allow time for the children to practice making and identifying sounds by playing the following PBS KIDS games, or share the links with parents so that the learning can continue at home:

- Nature Sights and Sounds https://tinyurl.com/3kev4hbc - In this Elinor Wonders Why game, children pick a natural background, place animal and weather stickers on glowing spots, and listen to the sounds those objects make to explore outdoor environments.

- Sounda-pa-looza https://tinyurl.com/429bake3 - This Cat in the Hat game lets the children create musical compositions by engineering and ordering sounds of different pitches.

Additional Ideas: Explore the interactive lesson Crazy Mixed-Up Snacks https://tinyurl.com/4hwzdxhv to practice recognizing more /b/ words. Check out these new Super Why's Comic Book Adventures episodes: Outta Sun!; Whoa, Baby; and Zip, Zap Zoo (hearing individual sounds in words) https://tinyurl.com/4prmp42v and Quest for Mr. Furmore! (listening for different types of sounds) https://tinyurl.com/4ut65mjx

Day 2 - Recognizing Words and Syllables - (Words wiggle into sentences and syllables bounce into words.)

Early Learning and Development Standards

Language and Communication

a. Demonstrates understanding of increasingly complex language.

Phonological Awareness

a. Develops awareness of syllables in spoken words.

Overview of activities and materials needed

Book: The Word Collector by Peter H. Reynolds

PBS KIDS Videos: "I Love Words" [2min, 38 sec] https://tinyurl.com/n5vnhsee and "Elephant in Exclamation Park" [3min, 1 sec] https://tinyurl.com/m46fvx7w

Activities:

Words of the Day

- Word journals

Sentence Hop

Silly Sentences

Feel the Words

Move to the Syllables

Label It!

- Labels https://tinyurl.com/2w6cbh2b
- Masking tape (not included)

Center Activity: Syllable Sort

- Plastic fish
- Plastic fish bowl
- Syllable sort cards https://tinyurl.coMRym/ymx9eapv

PBS KIDS Game: Super Letter Race https://tinyurl.com/y7e9p5bm

Procedure

Step 1:

Before reading The Word Collector by Peter H. Reynolds, ask the children to tell you about things that they collect. Then introduce the title of the book and ask them what their favorite words are. What words do they like to hear? What words do they like to say? What words make them laugh? Do they know any really big, long words that are hard to say? What do they do when they hear a new word and don't know what it means? As you read, make connections for the children between the illustrations and the words Jerome collects on each page. Have the children practice saying several of the words aloud. For example:

- Powerful! (Say while flexing your arm muscles. See if the children can add to Jerome's list of "powerful" words)
- Whisper! (Say it in a whisper)
- Glimmer! (Wiggle your fingers like twinkling lights)
- Symphony! (Conduct an imaginary orchestra while saying it)
- Vociferous! (Practice saying a big, loud word together)

Step 2:

First, watch "I Love Words" [2min, 38 sec] https://tinyurl.com/n5vnhsee and connect Abby Cadabby's love for words to Jerome's. Have the children sing along to what Abby's mom calls "the interactive parts". Then, to help the students understand that words are made up of parts called syllables, watch "Elephant in Exclamation Park" [3min, 1 sec] https://tinyurl.com/m46fvx7w. Have the kids clap along with the Super Why! characters. See if they can clap out the syllables in their own names.

Step 3:

Introduce exciting "Words of the Day" (perhaps from the story or videos) and have the children draw pictures of the words to start their word journals. With these, they can become "word collectors" like Jerome. Consider having them enter new words throughout the school year. Next, have the children practice identifying words within sentences by doing a Sentence Hop. Say a short sentence (e.g., "The dog runs."). The children will hop once and count for

each word they hear. Gradually increase sentence length. Follow the Sentence Hop up with Silly Sentences. Create funny sentences by having the children take turns substituting words. (e.g. “The cat lives in the house” - “The elephant lives in the house” - “The elephant lives in the car” - “The elephant drives the car.” etc.) Next practice counting syllables in words. First, to recognize the syllables, have the students put their hand under their chin to feel it move when saying words. You might want to use words like “apple” and “elephant” that were in the Exclamation Park video, your words for the day, or words from The Word Collector. Next, march to the syllables of those words and others. Finally, play Label It! and ask the children to stick labels https://tinyurl.com/2w6cbh2b on items in the classroom after first identifying how many syllables there are in the word and then using it in a sentence.

Step 4:
Set up the Syllable Sort Activity. Students will feed the finicky fish in the plastic fish bowl. It, like the elephant in Exclamation Park, will only eat things having a particular number of syllables. The children draw a card from the number pile and then select the picture cards https://tinyurl.com/ymx9eapv that the fish will eat that round. The cards have the number of syllables on the back so that students can check themselves.

Step 5:
Allow time for the children to practice working with letters by playing the following PBS KIDS game, or share the link with parents so that the learning can continue at home:

- Super Letter Race https://tinyurl.com/y7e9p5bm

Additional Ideas: Try singing to help students hear different sounds within a word. This interactive lesson models the process: Singing! https://tinyurl.com/5en2dvwx. Explore these new Super Why’s Comic Book Adventure episodes about syllables: More Syllables, More Problems; Opps, I Shrunk the Super Readers!; and Floral Frenzy! https://tinyurl.com/3m86as88 Finally, teach vocabulary with these celebrity vocab clips from Sesame Street https://tinyurl.com/3ymp2wt3

Day 3 - Onset and Alliteration - (Some words wiggle with the same beginning sound.)

Early Learning and Development Standards

Language and Communication

a. Demonstrates understanding of increasingly complex language.

Phonological Awareness

b. Develops awareness of initial sounds, onsets, and rimes in spoken words.

Overview of activities and materials needed

Book: Animalia by Graeme Base

PBS KIDS Video: "Troubling Tongue Twisters" [3 min, 1 sec] https://tinyurl.com/2uem9btk

Activities:

Tongue Twisters https://tinyurl.com/w9vca9jp

Look for alliterative names

Onset "I'm going on a Trip", "I Spy", and/or "Sound Detective"

Letter Puppets

- Paper bags
- Googly eyes
- Crayons (not included)
- Construction paper (not included)
- Glue sticks (not included)

Center Activity: Water Painting Alphabet Cards

- Water Painting Alphabet Cards
- Water (not included)

PBS KIDS Games: Letter Dance Party https://tinyurl.com/42xf89mk and Sandbox Search https://tinyurl.com/zy3rjru8

Procedure

Step 1:

Read Animalia by Graeme Base and call attention to the alliterative sentences in the book. One way to do this is to ask the children to identify images in the illustrations and the sounds they have in common before reading each page. Then as you read, stretch the sound to make the starting sound extra loud and long, or use a deep, high, or squeaky voice for the repeating sounds. To help the children attend to the illustrations, see if they can spot the hidden figure of the young author (wearing a red-and-yellow striped sweater) hidden on each page. In order to keep the children's full attention, consider reading only a few pages in any one sitting.

Step 2:

Watch "Troubling Tongue Twisters" [3 min, 1 sec] https://tinyurl.com/2uem9btk for more examples of alliteration.

Step 3:
Follow up Animalia and Troubling Tongue Twisters by making silly phrases like "Busy buzzing bees" and practicing tongue twisters like “Seven Selfish Shellfish” https://tinyurl.com/w9vca9jp and “Choppers Chop, Shoppers Shop” https://tinyurl.com/w9vca9jp. Help the children identify classmates or family members who have alliterative names. Next, play onset games such as “I spy”, “I’m going on a trip”, or "Sound detective" by finding classroom objects beginning with /b/, /m/, /t/, etc. Finally, have the children make letter puppets with paper bags and googly eyes. Let the students add other facial features with crayons and construction paper. (The fold for the bottom of the bag makes a good moveable mouth with a hand inserted.) The puppets can be used to practice beginning sounds in words because they, like the Elephants in Exclamation Park and the finicky fish, only like things that begin with certain sounds. You can change their tastes (letters) frequently.

Step 4:
Set up the Water Painting Center Activity. The children will use the water pen to paint on the cards and reveal the hidden colored pictures associated with each letter. The front of the card has an animal design and the back of the card contains essential daily words. The water dries completely in 5-10 minutes and then the cards are ready to be used again.

Step 5:
Allow time for the children to practice identifying the beginning sounds in words by playing the following PBS KIDS games, or share the links with parents so that the learning can continue at home:

- Letter Dance Party https://tinyurl.com/42xf89mk
- Sandbox Search https://tinyurl.com/zy3rjru8

Additional Idea: Explore this Word Families interactive lesson https://tinyurl.com/mryskdcz where children meet and work with the At, En, Op, and Ug families.

Day 4 - Rhyme - (Some words wiggle together because they end with the same or almost the same sound as another word.)

Early Learning and Development Standards

Language and Communication

a. Demonstrates understanding of increasingly complex language.

Phonological Awareness

c. Develops an understanding of rhyme.

Overview of activities and materials needed

Book: Each Peach Pear Plum by Janet and Allan Ahlberg

PBS KIDS Videos: "Sons of Poetry" [5 min, 8 sec] https://tinyurl.com/4bzfb59d, "Rhyming/Sesame Street" [2 min, 30 sec] https://tinyurl.com/mrz7uuux, "The Rhyming Carnival" [25 min, 11 sec] https://tinyurl.com/rnawnuxr (with conversation cards https://tinyurl.com/9k7kybzn) and "20 second Nursery Rhymes" [32 sec] https://tinyurl.com/3zd9m8vp

Activities:

Rhyme Time Dance

One of These Things Is Not like the Other https://tinyurl.com/5n7uehsr

Rhyme Time Magnets https://tinyurl.com/2xz2r9fk

- Jar lids
- Magnetic tape
- Magazine pictures (not included)
- Glue sticks (not included)
- Scissors (not included)

Center Activity: Rhyming Puzzles

- Rhyming puzzles set

PBS KIDS Game: Grover's Rhyme Time https://tinyurl.com/37a6kvcp (This often takes a minute to load.)

Procedure

Step 1:

Read Each Peach Pear Plum by Janet and Allan Ahlberg. Before reading, show the children the cover of the book and have them predict what it might be about. Let them identify the fruits and animals. Nursery rhyme characters are hidden in the illustrations of the book, and the rhymes provide clues about whom to look for on each page. From time to time, pause in your reading and see if the students can complete the rhyme to predict the character. You can also stretch or emphasize the rhyming words. Don't over-explain: The goal during a

read-aloud is to help children notice and enjoy the sound pattern. Brief comments are usually more effective than stopping frequently to actually teach the concept.

Step 2:

View some of the "20 second Nursery Rhymes" [32 sec] https://tinyurl.com/3zd9m8vp as a follow up to Each Peach Pear Plum. The Rhyming/Sesame Street" video collection https://tinyurl.com/mrz7uuux [2 min, 30 sec] offers musical explanations and examples of rhymes for the children to sing and dance along to. "The Rhyming Carnival" [25 min, 11 sec] https://tinyurl.com/rnawnuxr (with conversation cards https://tinyurl.com/9k7kybzn to direct class discussion) is a complete episode of Super Why! focused on rhyming.

Step 3:

To help the children recognize rhymes, play Rhyme Time Dance where the children dance while music plays. When the music stops, hold up a picture or an object from the classroom like a cat stuffie. The children find a rhyming picture or object in the classroom (ex: hat, bat, mat). As with the Sound Soup activity, you may want to prepare for the game by strategically placing appropriate items in view of the students. Another variation on the Rhyme Time Dance would be to play One of These Things Is Not Like the Others. The teacher gathers together four objects or photos, three of which rhyme. The children sing the song https://tinyurl.com/5n7uehsr and identify which object does not rhyme. Finally, have the children create Rhyme Time Magnets https://tinyurl.com/2xz2r9fk with the jar lids, selected photos, and magnetic tape. The children will look for pictures of things that rhyme and each create a pair of rhyming magnets with them. All the magnets can be put together as a classroom set and used to practice finding rhymes.

Step 4:

Set up the Rhyming Puzzles Activity Center. Each puzzle card focuses on one short vowel sound and its word families (like -at, -et, -it, -ot, -ut) The children match rhyming words that end with the same sound, helping them recognize that words like "cat," "bat," and "mat" rhyme because they share the same ending. The puzzle pieces are color-coded by vowel sound group (short a, e, i, o, u), allowing the students to visually identify and match pieces independently.

Step 5:
Allow time for the children to practice more rhyming by playing the following PBS KIDS game, or share the link with parents so that the learning can continue at home:

- Grover's Rhyme Time https://tinyurl.com/37a6kvcp (This often takes a minute to load.)

Additional Idea: Explore this Painting Cookies interactive lesson https://tinyurl.com/2hb3nky6 that shows how painting and poetry can be used to introduce children to rhythm and rhyme.

Day 5 - Vocabulary and Story Comprehension - (Stories make our brains wiggle while we think.)

Early Learning and Development Standards

Language and Communication

a. Demonstrates understanding of increasingly complex language.
b. Develops and expands understanding of vocabulary and concepts.
c. Communicates using increasingly complex language.
d. Participates in conversations with increasing application of turn-taking skills.
e. Develops comprehension of read-aloud text.

Overview of activities and materials needed

Book: The One Day House by Julia Durango
PBS KIDS Videos: "Trolley Story Book" [3 min, 17 sec] https://tinyurl.com/nwu99e7t and "Donkey Hodie Bedtime Stories" [5min - 6-min] https://tinyurl.com/35a7zkcb

Activity:
Storytelling cards

- Storytelling card set

Center Activity: Story Sequencing Cards

- Set of sequencing cards https://tinyurl.com/shz98bs4

PBS KIDS Games: Clifford's Adventure Stories https://tinyurl.com/3n4ntrfb, Story Book Builder https://tinyurl.com/3embnbpy, Cinderella https://tinyurl.com/2hxanrvz , Little Red Riding Hood https://tinyurl.com/4n6trhfa and Goldilocks https://tinyurl.com/2u5tsf79

Step 1:
Read The One Day House by Julia Durang. Before reading, use a visual inquiry process to spark predictions about the story. Ask the children what is happening in the illustration, why they say that and what else they can find in the cover art. Explain what the "Build Neighbors Up" sign signifies if the students don't know. As you read, ask simple "who", "what", "why", and "how" questions to deepen the children's understanding. For example, help the students see the pattern in how Gigi responds to each of Wilson's "one day" declarations, note that the illustrations on pages 16 - 17 recap the sequence of events of the story thus far, and have the children identify some of the folks who show up to rehab the house. Have the students compare the illustration at the end of the story to the book's cover. After reading, ask the children what they think happens to Gigi and Wilson next. How might they act based on this experience?

Step 2:
Watch "Trolley Story Book" [3 min, 17 sec] https://tinyurl.com/nwu99e7t, which models more read aloud techniques and helps children see how they can interact with a story as it is read to them. Next, view one of the "Donkey Hodie Bedtime Stories" [5min - 6-min] https://tinyurl.com/35a7zkcb. Again, ask simple "who", "what", "why", and "how" questions to check the children's understanding of the story.

Step 3:
Create stories with your students using the storytelling cards. Lay the cards face-up or draw them randomly one at a time. The children look at each card's illustration and create a story around the characters and scenes. You can keep adding on cards to build the story. Each new card adds a plot twist or new element. (The same princess, pig, squirrel, and forest settings appear on different cards, so kids can connect them into one big story.) The activity helps children learn the basic structure of a story, encourages them to use their imagination, and strengthens vocabulary building and verbal expression through interactive conversation. The children also practice sequencing as they make logical connections between the cards.

Step 4:
Set up the Story Sequencing Center Activity. The children can sequence the sets of four cards https://tinyurl.com/shz98bs4 to recreate the plots of familiar stories and to sequence scenarios from their daily lives.

Step 5:
Allow time for the children to practice telling their own stories by playing the following PBS KIDS games, or share the links with parents so that the learning can continue at home:

- Clifford's Adventure Stories https://tinyurl.com/3n4ntrfb
- Story Book Builder https://tinyurl.com/3embnbp
- Cinderella https://tinyurl.com/2hxanrvz
- Little Red Riding Hood https://tinyurl.com/4n6trhfa
- Goldilocks https://tinyurl.com/2u5tsf79

Additional Ideas: Explore these lessons from the text comprehension section of the Between the Lions Early Learning Collection https://tinyurl.com/44ubmct9. And strengthen story comprehension skills with these new episodes of Super Why's Comic Book Adventures: Super Story Rescue (Recalling *The Three Little Pigs*) https://tinyurl.com/sxyk4ezd, Letter-Bot on the Loose! (Help figure out what happens next in the story) https://tinyurl.com/sxyk4ezd , and Attack of the Hiccups (story order) https://tinyurl.com/sxyk4ezd