



HANDOUT	TITLE
R-17	Transparency Notes: Reading Module Principle 3
R-18	Strategies for Awareness of Words, Parts of Words, and Sounds in Words
R-19	Planned Homework Assignment: Practice/Reflection Log and Examples: Awareness of Words, Parts of Words and Sounds in Words
R-20	Practice/Reflection Log and Example: Awareness of Words
R-21	Peer Practice Observation Notes
R-22	Possible Questions to Ask During a Peer Practice Planning Session
R-23	Evaluation of Reading Module

### **SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY**

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. **DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT.** To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.



















## Strategies for

### Awareness of Words, Parts of Words, and Sounds in Words

#### STRATEGIES FOR AWARENESS OF WORDS

**STRATEGY:**  
**read rhyming words**

suggestions for practicing awareness of words

Read, act out, sing, and say nursery rhymes and songs with rhymes every day, if possible. Reading many nursery rhymes and singing with children introduces them to rhythm, rhyme, and an awareness of whole words.

Practice reading new nursery rhymes slowly at first by saying the rhyming words louder at the end of the sentences.

Repeatedly read the same nursery rhymes and sing the same songs. As children become more familiar with the rhymes and songs, encourage children to join in saying and singing the rhymes and songs.

Name or point out rhyming words while reading rhyming books or nursery rhymes. For example, if you read the book *The Cat in the Hat*, you would stop reading and say, "Cat and hat rhyme. Listen: c-at, h-at. At and at are the same in these words. They rhyme. Cat and hat rhyme because they sound the same at the end of the words."

**STRATEGY:**  
**sentence completion**

suggestions for practicing awareness of words

Provide children the opportunity to complete sentences by playing with word patterns and practicing awareness of words. Let children complete your sentence for a daily routine, such as, "Line up. It is time to go to the dining room/lunch room to eat \_\_\_\_\_ (lunch)!"

Select books with predictable text to practice word awareness skills. *Predictable text* means that a word, phrase, or sentence is repeated over and over again throughout the book. Predictable text allows children to anticipate the word pattern expected. Ask children to guess or predict a word at the end of a sentence. For example,

read the story, *Brown Bear, Brown Bear, What Do You See?*

Brown Bear, Brown Bear, What do you \_\_\_\_ (see)?

I see a red bird looking at \_\_\_\_ (me).

Red Bird, \_\_\_\_ \_\_\_\_ (Red Bird), What do you see?

I see a \_\_\_\_ \_\_\_\_ (yellow duck) looking at \_\_\_\_ (me).

Sing songs for a variety of sentence completion activities. Once again, sentence completion may be used to let children predict a word at the end of a sentence in a song. For example, sing the song *Row, Row, Row Your Boat*, but don't sing the last word at the end of the phrase or sentence.

Row row row your \_\_\_\_ (boat) gently down the \_\_\_\_ (stream).

Merrily, merrily, merrily, \_\_\_\_ (merrily), life is but a \_\_\_\_ (dream).

You can use this singing suggestion with any song arrangement.

Use sentence completion to let children say the ending rhyming word in sentences. For example, say the rhyme *Little Boy Blue*.

Little boy blue come blow your \_\_\_\_ (horn).

The sheep's in meadow the cow's in the \_\_\_\_ (corn).

Where is the boy who looks after the \_\_\_\_ (sheep)?

He's under a haystack fast \_\_\_\_ (asleep).

Will you wake him? No, not \_\_\_\_ (I),

For if I do, he's sure to \_\_\_\_ (cry).



## Strategies for

### Awareness of Words, Parts of Words, and Sounds in Words

**STRATEGY:**  
**segmenting;**  
**breaking words into**  
**parts**

suggestions for  
practicing awareness  
of parts of words

#### STRATEGIES FOR AWARENESS OF PARTS OF WORDS

Read nursery rhymes and sing songs to build awareness that words have parts.

Read rhymes or sing songs slowly, emphasizing the beat or natural rhythm of the parts of words. As children become familiar with a nursery rhyme, they can match the rhythm and say parts of words in unison with you.

Children should be encouraged to say and clap the words to rhymes, with adults matching the beat of each part of the word. For example, say and clap the parts of words to the rhyme Jack and Jill. Clap hands for each part underlined in the text below.

Jack and Jill  
Went up the hill  
To fetch a pail of wa - ter  
Jack fell down  
And broke his crown  
And Jill came tum - bl - ing af - ter

Music is another simple way to emphasize parts of words. Play and sing songs, clapping to the beat of the music or parts of the words. For example, clap and sing Happy Birthday to You.

Hap-py Birth-day to you  
Hap-py Birth-day to you  
Hap-py Birth-day dear \_\_\_\_ (name someone!)  
Hap-py Birth-day to you



## Strategies for

### Awareness of Words, Parts of Words, and Sounds in Words

**STRATEGY:**  
***blending; putting words together***

suggestions for practicing awareness of parts of words

***Combining SEGMENTING and BLENDING strategies***

Use objects or pictures. Have children put pairs of words together to make compound words. For example, a toy dog and a toy house put together make doghouse. One way to do this using pictures is to tape pictures to blocks. Hold the two blocks apart and say each word. Then slide the blocks together to make the new compound word.

Word completion activities may be used to let children say the ending part of a rhyming word in sentences. For example, say the rhyme Jack and Jill, and gesture toward the children, cueing them to finish the last part of the word.

Jack and Jill went up the hill to fetch a pail of wa\_\_\_\_ (ter)  
Jack fell down and broke his crown and Jill came tumbling af\_\_\_\_  
(ter)

Playing with 'puzzle words' is a fun activity that can be used anywhere at any time. This activity uses both segmenting and blending strategies. One activity uses children's names. The adult breaks each child's name into parts. For example, using a hand gesture like breaking a stick in two, the adult would say, "Su – san." When Susan hears her name, she claps her hands one time as she says her name, putting her name back together. This activity can be used to dismiss children from one activity to another. After the children hear their names and put them together, they move to the next activity.

Another form of puzzle words is a guessing game. While introducing a concept or a book, the adult has several objects in a bag or a box. The adult asks the children to guess what is in the bag or box. The adult gives a puzzle word as the clue. The children have to put the puzzle together to make the word. Then they get to see the object.



## Strategies for

### Awareness of Words, Parts of Words, and Sounds in Words

**STRATEGY:**  
*focus on same and different beginning sounds*

suggestions for practicing awareness of sounds in words

#### STRATEGIES FOR AWARENESS OF SOUNDS IN WORDS

A fun way to highlight sounds is to read rhyming words in stories with the incorrect sound. Children are delighted to correct adults, so give them time to shout out the sound in the word. For example, say the rhyme, "Jack and Jill went up the bill." Stop reading and say, "b" ("buh"). Then pause and say, "Bill. That's not the right sound. Jack and Jill went up the \_\_\_\_\_." (Children respond, "hhhll!")

A game to play with children that focuses on beginning sounds is called Odd One Out. Show children three pictures or three objects. If using pictures, make sure they do not have letters or words on them. Two of the objects or pictures need to start with the same sound. The third does not and becomes the 'odd one out.' After hearing the word for each object, the children decide which one does not belong. For example, three objects could be a bird, a ball, and a spoon. The adult shows these objects to the child, saying the name of each object. The child picks the one beginning with a different sound, the spoon, and sets it aside.

A variation of Odd One Out is to provide three pictures or objects that begin with different sounds. Then, provide an object or picture that has the same sound as one of the first three. Name all four objects or pictures. Then ask the child, "Which one starts with the same sound as \_\_\_\_\_." The children find the match.

One song children enjoy singing is the Name Game song. This song changes the beginning sound in each child's name as the focus of the verses. For instance, using the name David, the song goes like this:

**David, David, Bo Bavid,  
Fanna, Fanna, Fo Favid  
Me Mi Mo Mavid  
David!**

Most, but not all, children like playing games with their names. Some children are very sensitive to having their name changed and/or being the center of attention. If a child is sensitive to this, it is okay to skip that child.



## Strategies for

### Awareness of Words, Parts of Words, and Sounds in Words

**STRATEGY:**  
***alliteration***  
***(say words with the same beginning sound)***

suggestions for practicing awareness of sounds in words

Books may be read that use alliteration, such as the Berenstain Bear ABC books or the Dr. Seuss ABC book. The pages are filled with sentences that have words that all begin with the same sound. For example, “Big brown bear, blue bull, beautiful baboon blowing bubbles biking backward, bump black bug’s banana boxes.” Have children say the silly words in sentences you just read in unison. You may even tell a child to turn to a partner and say these silly sounding words!



# Practice/Reflection Log

## Practice: Homework: Awareness of Words

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Observation date \_\_\_\_\_

Date Due \_\_\_\_\_

Practice this lesson for awareness of words with 3- to 5-year-old children. Reflect what you learned from practicing the lesson.

### DURING Reading: Awareness of Words Strategies

<b>Read rhyming words</b> <ul style="list-style-type: none"><li>• Read, act out, sing, say nursery rhymes</li><li>• Say rhymes slowly and say rhyming words louder</li><li>• Have children say rhymes in unison</li><li>• Talk about the rhyming words in stories and nursery rhymes</li></ul>	<b>Sentence completion</b> <ul style="list-style-type: none"><li>• Select books with predictable words; let children guess the word at the end of the sentence</li><li>• Pause and let children say meaningful words at the end of sentences</li><li>• Sing songs and let children say the word at end of a phrase or sentence</li></ul>
--	--

### MY PLAN : Rhyme/Book : *Jack Be Nimble*

**Day 1:** I will read the rhyme **slowly** to the children, saying the rhyming words **louder** at the end of the sentence.

#### Say to the children:

Today, I'm going to tell you a nursery rhyme.

It's about a boy named Jack who is nimble.

That means he is quick! Listen as I say the rhyme *Jack Be Nimble*.

Jack be nimble, Jack be **quick**,  
Jack jumped over the candle**stick**.

This time, as I say the nursery rhyme, you may pretend to be Jack and jump over this candlestick. (Use an empty toilet paper roll.)

Let me show you. (Say rhyme and demonstrate jumping over the candlestick.)

Each of you will get a turn, but you must wait until I point to you. Ready? (Let each child have a turn as you say "jumped over the candlestick." It's okay for children to say the rhyme with you!)

Thank you! That was fun! You were all very nimble, just like Jack. That means you jumped quickly over the candlestick!

...continued...

**MY PLAN : Rhyme/Book : *Jack Be Nimble***

**Day 2:** I will have the children **say the rhyme with me.**

**Say to the children:**

Today, I'm going to say a nursery rhyme.

Do you remember *Jack Be Nimble*?

What did that mean, Jack be nimble?

Yes, you're right. He was quick!

Today, I want you to say the nursery rhyme with me. Ready?

Jack be nimble, Jack be **quick**,  
 Jack jumped over the candle**stick**.

Let's pretend to be Jack and jump over this candlestick. (Use two empty toilet paper rolls taped together.)

This candlestick is different from the candlestick we used yesterday.

This candlestick is \_\_\_\_\_ (taller).

You're right; it is taller.

Do you think we can jump over this tall candlestick as we say the nursery rhyme together?

Let me show you. (Say rhyme and demonstrate jumping over the candlestick.)

Jack be nimble, Jack be **quick**,  
 Jack jumped over the candle**stick**.

Each of you will get a turn but you must wait until I point to you. Ready? (Let each child have a turn as you say "jumped over the candlestick.")

Thank you! That was fun! You were all very nimble, just like Jack. That means you jumped quickly over the tall candlestick!

*...continued...*

## MY PLAN : Rhyme/Book : *Jack Be Nimble*

**Day 3: Sentence completion.** After the children say the Jack be Nimble nursery rhyme for two days, the third day, I will pause and let the children say the rhyming words at the end of the sentences.

**Say to the children:**

Let's practice saying the *Jack Be Nimble* nursery rhyme together. Ready?

Jack be nimble, Jack be **quick**,  
 Jack jumped over the candle**stick**.

Today, I'm going to say the nursery rhyme *Jack Be Nimble* a little differently. I need your help saying some of the words. I'll start the rhyme, and when I stop, you say the next word. Ready?

Jack be nimble, Jack be \_\_\_\_\_ (**quick**),  
 Jack jumped over the candle \_\_\_\_\_ (**stick**).

Who wants to be my first helper saying this nursery rhyme?  
 After you help me say the words, you may jump over the candlestick with your feet together.  
 Let me show you.

Jack be nimble, Jack be \_\_\_\_\_ (**quick**),  
 Jack jumped over the candle \_\_\_\_\_ (**stick**).  
 (Don't forget to jump over the candlestick with your feet together!)

(Let children volunteer to say the word for you or have them say the word with a friend. You may let them jump over the short or tall candlestick with both feet together, after they say "stick.")

I think you are doing a terrific job learning this nursery rhyme! Thank you for your help!



## Practice/Reflection Log

*Reflection: What I Learned Homework:  
Awareness of Words*

Complete this form after you have practiced or taught your planned lesson.

**What were the children's responses to the strategies?**

**What will I do differently the next time I use the strategies?**

**What worked well that I want to remember the next time I use the strategies?**

**Questions I would like answered about the strategies:**



# Practice/Reflection Log

## Practice: Homework: Awareness of Parts of Words

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Observation date \_\_\_\_\_

Date Due \_\_\_\_\_

Practice this lesson for awareness of words with 4- to 5-year-old children. Reflect what you learned from practicing the lesson.

### DURING Reading: Awareness of Parts of Words Strategies

<p><b>Segment words into parts</b></p> <ul style="list-style-type: none"> <li>• Say or read rhymes slowly, and emphasize the rhythm of parts of words</li> <li>• Clap parts of words when saying rhymes</li> <li>• Sing songs and clap parts of words; use musical instruments</li> </ul>	<p><b>Blend parts of words together</b></p> <ul style="list-style-type: none"> <li>• Let children guess part of word at end of sentence in a rhyme or story</li> <li>• Sing songs and let children guess part of word at end of phrase or sentence</li> <li>• Build compound words using objects or pictures of parts</li> </ul>
<p><b>Segmenting and Blending combined</b></p> <ul style="list-style-type: none"> <li>• Play with puzzle words using names</li> <li>• Use puzzle words for guessing game</li> </ul>	

### MY PLAN : Rhyme/Book : *Twinkle, Twinkle, Little Star*

**Day 1:** I will read the rhyme slowly to the children and clap parts of the words.

**Say to the children:**

Today I'm going to tell you a nursery rhyme.

It's about a star!

This star twinkles. That means it shines or blinks brightly!

Listen as I say the rhyme and clap my hands for each part of the word.

The name of the nursery rhyme is Twinkle Twinkle Little Star.

(Clap hands for every underlined part or beat of the words.)

Twin-kle twin-kle lit-tle star. How I won-der what you are.

Up a-bove the world so high. Like a dia-mond in the sky.

Twin-kle twin-kle lit-tle star. How I won-der what you are.

...continued...

**MY PLAN : Rhyme/Book : *Twinkle, Twinkle, Little Star***

This time, as I say the nursery rhyme, you may ring these bells as I say the parts of the words. Let me show you. (Use jingle bells, tambourine, or any type of musical instrument. You can make drums from oatmeal boxes or rattles from empty toilet paper tubes filled with beans and securely taped on the ends. Say rhyme and demonstrate ringing or shaking an instrument as you say parts of words.)

Each of you will get a turn, but you must wait until I point to you. Ready? (Let each child have a turn playing a musical instrument as you say the rhyme. It's okay for children to say the rhyme with you!)

(Depending on the number of children in the group, you may let more than one child at a time take a turn. Yes, you'll be practicing this same verse several times. You will be giving the children several opportunities for them to listen and practice the parts of the words in a fun way!)

**Day 2:** I will sing the rhyme slowly to the children and tap parts of the words with my fingers.

**Say to the children:**

Today, I'm going to sing you a nursery rhyme. It's about a star!

This star twinkles. What did we say twinkle means? You're right!

It means that stars shine or blink brightly!

Listen as I sing the song and softly tap my fingers for each part of the words.

The name of the song is *Twinkle Twinkle Little Star*.

(Tap fingers on thumb or flick fingers off thumb for every underlined part or beat of the words as you sing. Any movement that looks like stars twinkling can be used here to tap the beat of the parts of words.)

Twin-kle twin-kle lit-tle star. How I won-der what you are.

Up a-bove the world so high. Like a dia-mond in the sky.

Twin-kle twin-kle lit-tle star. How I won-der what you are.

This time as I sing the nursery rhyme, you may sing and tap your fingers with me.

(Sing song and demonstrate tapping parts of words.)

Everyone must help me sing and tap this song. Ready? (Another fun way to practice is to let children softly step in place as you say the rhyme.)

*...continued...*



## MY PLAN : Rhyme/Book : *Twinkle, Twinkle, Little Star*

**Day 3:** I will sing the rhyme slowly to the children and let children complete parts of some words.

### **Say to the children:**

Today, I'm going to sing you a nursery rhyme. It's about a star! This star twinkles. I need your help saying parts of the words.

Listen as I sing the song, and you help me remember the last part of the words when I stop singing.

The name of the song is *Twinkle Twinkle Little Star*. Ready?

(You may have to sing this song slowly, pause for the part of the word to be completed, and give the children the answer. This may take some practice, but if you model the parts of words for the children, a few children will eventually begin to understand to say the last syllable or part of the word. If children don't understand, discontinue the activity and practice Day One and Day Two activities.)

Twin-kle twin-kle lit-tle star. How I won-\_\_\_\_\_ (der) what you are.

Up a-bove the world so high. Like a dia-\_\_\_\_\_ (mond) in the sky.

Twin-kle twin-kle lit-tle star. How I won-\_\_\_\_\_ (der) what you are.

Let's practice that again. Everyone must help me. Ready?

(Practice song again to make a game of children guessing the missing part of the word.)



## Practice/Reflection Log

**Reflection: What I Learned Homework:  
Awareness of Parts of Words**

Complete this form after you have practiced or taught your planned lesson.

**What were the children's responses to the strategies?**

**What will I do differently the next time I use the strategies?**

**What worked well that I want to remember the next time I use the strategies?**

**Questions I would like answered about the strategies:**



# Practice/Reflection Log

## Practice: Homework: Awareness of Sounds in Words

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Observation date \_\_\_\_\_

Date Due \_\_\_\_\_

Practice this lesson for awareness of words with 5-year-old children. Reflect what you learned from practicing the lesson.

### DURING Reading: Awareness of Sounds in Words Strategies

<p><b>Beginning word sounds</b></p> <ul style="list-style-type: none"> <li>• Same and different games</li> <li>• Odd One Out</li> <li>• Name Game</li> <li>• Read rhymes with an incorrect sound at beginning of words</li> </ul> <p><b>Sound stretch</b></p> <ul style="list-style-type: none"> <li>• Stretch out sounds in words</li> </ul>	<p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>• Read books with same sound at beginning of words</li> <li>• Have children imitate silly phrases from books or rhymes with the same sound at the beginning of words</li> <li>• Sing songs with the same sound</li> </ul>
---	---

### MY PLAN : Rhyme/Book : *Alligator Arrived with Apples*

**Day 1:** I will read the book *Alligator Arrived with Apples* and have children discover that the animals bring things to the feast that begin with the same sound as their animal name.

**Say to the children:**

The title for this book is *Alligator Arrived with Apples*.

The author, Crescent Dragonwagon, played with sounds when she wrote this book. Listen carefully as we read the book and see if you can figure out the game.

I will begin reading the book, emphasizing the beginning sounds.

**Alligator** arrived with **A**pples

What did **A**lligator bring?

**B**ear **B**rought **B**read, **B**iscuits, and **B**utter.

**B**ear, **B**rought, **B**read, **B**iscuits, **B**utter. They all start with the same sound.

I will continue to read rest of book, pointing out words that begin with the same sound.

...continued...



### MY PLAN : Rhyme/Book : *Alligator Arrived with Apples*

**Day 2:** I will read the book again. This time, I will ask children for different ideas of foods the animals could bring to the feast.

**Say to the children:**

I am going to read this book again.

Do you remember the name of the book?

*Alligator Arrived with Apples*

The alligator brought apples to the feast. Alligator could also bring avacados. Have you ever had an avocado? It is a fruit that grows on a tree like an apple.

I will begin reading book. When I get to the page where Bear arrives, I will say:

Bear brought three things that start with the "buh" sound. Bread, biscuits, and butter. (I will point to each picture and emphasize each "buh" sound as I say them.)

Say these things with me. Bread, biscuits, butter.

What else could bear bring? (bananas, beans, berries)

I will continue reading the book and asking for ideas of additional foods the animals could bring to the feast.



## Practice/Reflection Log

***Reflection: What I Learned Homework:  
Awareness of Sounds in Words***

Complete this form after you have practiced or taught your planned lesson.

**What were the children's responses to the strategies?**

**What will I do differently the next time I use the strategies?**

**What worked well that I want to remember the next time I use the strategies?**

**Questions I would like answered about the strategies:**



# Practice/Reflection Log

**Practice: Homework: Awareness of Words**

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Observation date \_\_\_\_\_

Date Due \_\_\_\_\_

Practice this lesson for awareness of words with 3- to 5-year-old children. Reflect what you learned from practicing the lesson.

## DURING Reading: Awareness of Words Strategies

<b>Read rhyming words</b> <ul style="list-style-type: none"><li>• Read, act out, sing, say nursery rhymes</li><li>• Say rhymes slowly and say rhyming words louder</li><li>• Have children say rhymes in unison</li><li>• Talk about the rhyming words in stories and nursery rhymes</li></ul>	<b>Sentence completion</b> <ul style="list-style-type: none"><li>• Select books with predictable words; let children guess the word at the end of the sentence</li><li>• Pause and let children say meaningful words at the end of sentences</li><li>• Sing songs and let children say the word at end of a phrase or sentence</li></ul>
--	--

**MY PLAN : Rhyme/Book : *Jack Be Nimble***

*...continued...*



## Practice/Reflection Log

**MY PLAN : Rhyme/Book : *Jack Be Nimble***



## Practice/Reflection Log

**Reflection: What I Learned Homework:  
Awareness of Words**

Complete this form after you have practiced or taught your planned lesson.

**What were the children's responses to the strategies?**

**What will I do differently the next time I use the strategies?**

**What worked well that I want to remember the next time I use the strategies?**

**Questions I would like answered about the strategies:**



# Peer Practice Observation Notes

Name \_\_\_\_\_

Trainer \_\_\_\_\_

Observation date \_\_\_\_\_

Date Due \_\_\_\_\_

After planning a peer partner’s lesson, use this form to observe the partner. Your role is to learn from your partner, not evaluate. Please complete one observation each for strategy(ies) for increasing awareness of words, parts of words, and sounds in words:

- Read rhyming words
- Sentence, word, and sound completion
- Alliteration

**To learn as you watch your partner, write:**

Comments that will help you remember what you want to do when using the strategy	Questions you want to ask your partner during the next planning session that will help you learn how to use the strategy (ies) better



## Possible Questions to Ask

### During a Peer Practice Planning Session

You are the *learner* when you are observing your partner. Ask questions that will help you learn so you can use the strategy more effectively.

#### **As a learner, I would like to know:**

1. Which strategies seemed to work best with the children? Why?
2. Which strategies did not work with the children? Why?
3. How would you have used the strategy differently?
4. What are some of the things you are learning from this activity?
5. What surprised you when you used this strategy with the children?
6. What suggestions do you have for me when I try this?
7. What were some of your reasons for making that choice or decision?
8. What are you seeing that tells you that you are getting the results you wanted?
9. Which strategy was the most difficult to use? Why? What would you do next time to make it easier to use?
10. Which strategy was the easiest to use?
11. Where did you get the idea to \_\_\_\_\_?
12. How has (strategy) helped you prepare for \_\_\_\_\_ differently than before?
13. How did the children respond to the strategies?



# Participant Class Evaluation

Trainer \_\_\_\_\_ Date \_\_\_\_\_

List the last four digits of your Social Security number: \_\_\_\_\_

---

**1. I learned...**

**2. I liked...**

**3. I would suggest changing...**

**4. Comments...**