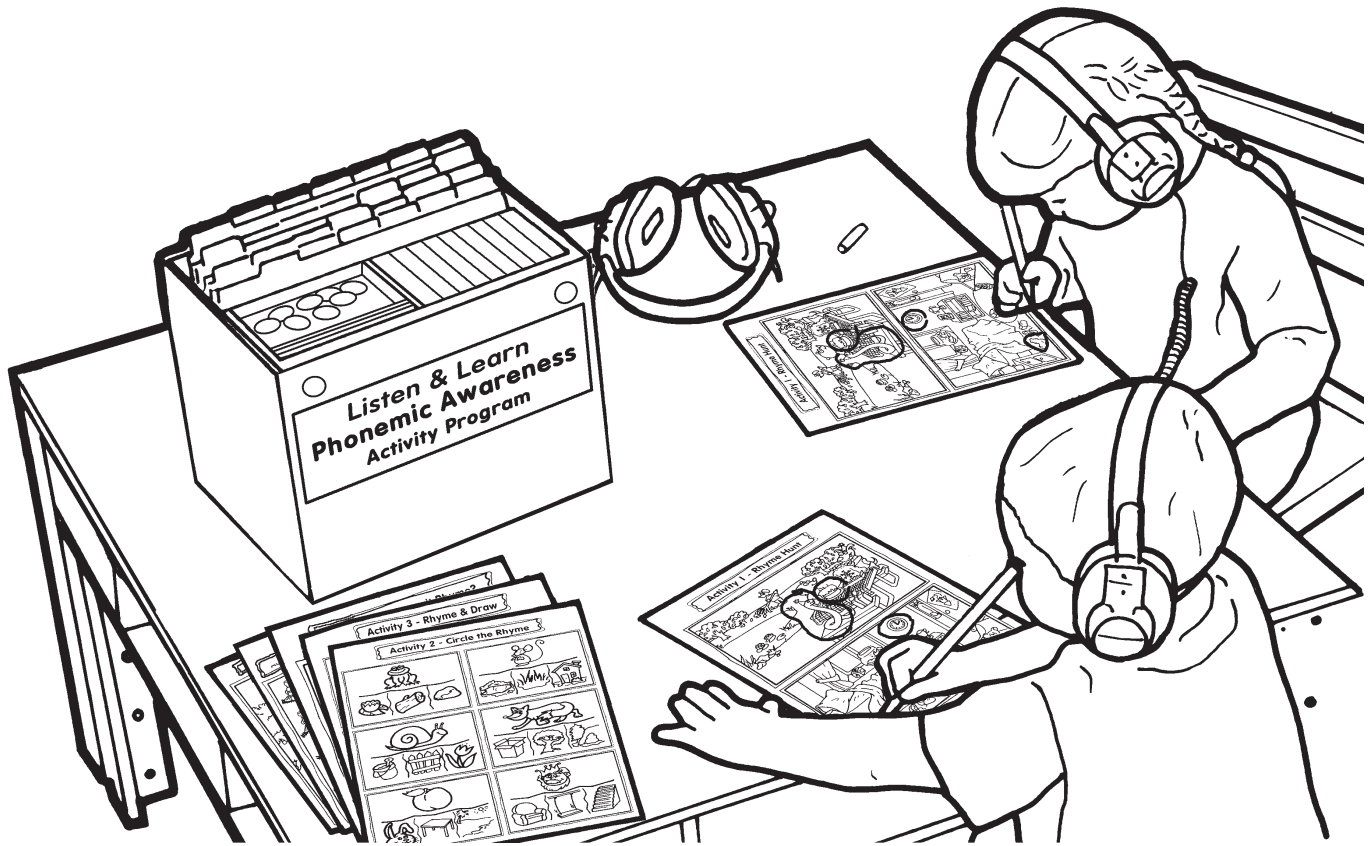


Listen & Learn Phonemic Awareness Activity Program



Now you have a complete, interactive tool to help students develop phonemic awareness—a critical element in early reading success! The CDs and corresponding activity cards in this program focus on essential phonemic skills such as rhyming, blending, sound isolation, and sound manipulation. As children listen to the CDs, they hear phonemic tasks clearly modeled in an easy-to-follow way. Then, they develop hands-on knowledge by completing kid-friendly activities on the write & wipe cards. Because the CDs include simple activity directions, the Listen & Learn Phonemic Awareness Activity Program is perfect for independent learning at your listening center. Plus, multiple copies of each card are included, so up to eight students can use the program at the same time.

What's Included

- 4 CDs
- 128 write & wipe activity cards (eight copies for each of 16 phonemic activities)
- 8 dry-erase markers
- 125 red plastic chips
- Sturdy, easy-to-use storage box with tabbed dividers



What Is Phonemic Awareness?

A child who has phonemic awareness understands that words are made up of a series of individual sounds, or phonemes, and that these sounds can be separated, moved, or changed. Whereas “phonics” refers to the relationship between letters and sounds, phonemic awareness is purely auditory. Knowledge of the alphabet is not necessary to develop good phonemic awareness skills, but research has shown that phonemic awareness is a prerequisite for mastering reading and spelling. That’s why our Listen & Learn Phonemic Awareness Activity Program, with its spoken instructions and engaging activities, is ideal for preparing young children to be successful readers.

Before You Begin

To prepare your storage box, simply unwrap the tabbed dividers and the activity cards, then place both in the box. To label the CD cases, attach each label to the cover of the corresponding CD case. Then set up your listening center with a CD player and headphones for up to eight students. Place an activity card and some plastic chips or a dry-erase marker at each student's work area. **Note:** Be sure to use only dry-erase markers on the write & wipe cards. To prevent ink from beading, prime the cards by writing on them with a dry-erase marker, then erase by rubbing vigorously with a dry textured cloth or paper towel. Repeat if necessary. Be sure to wipe away any markings left on the cards before putting them away. Do not allow markings to remain overnight.

Getting Started

There are many ways to use these activities in your classroom. If you are focusing on a specific phonemic task, you may want to have children take turns listening to the CD for that task and completing the corresponding activity card at the listening center. Later, you can assign children to return to the listening center to repeat the activities with which they need extra help.

- Explain to children that they will be listening to a CD that teaches them about how sounds make up words. Tell them that there are instructions on the CD for activities using the write & wipe cards, and that they should listen carefully so they will know what to do.
- Find the CD for the activity you are working on (a list of CDs and activities follows).
- Make sure students are situated comfortably at the listening center and that each child has the correct activity card and some plastic chips or a dry-erase marker, depending upon the activity. (Refer to the activity summaries to see what is required for each activity.) If the activity requires the use of a dry-erase marker, you may also want to provide them with something they can use to erase their answers. (Old clean socks and tissues work well.)
- Each CD will lead students through a different activity. The CD will help them check and correct their work as well. To reinforce what students have learned at the listening center, a list of extension activities is provided (see page 11).
- Depending on your class, you may want to assign one child to stop the CD when the activity they are working on is completed.

CDs and Activities

CD 1

- 1 - **Activity 1:** Rhyme Hunt (rhyming)
- 2 - **Activity 2:** Circle the Rhyme (rhyming)
- 3 - **Activity 3:** Rhyme & Draw (rhyming)
- 4 - **Activity 4:** What Doesn't Rhyme? (rhyming)

CD 3

- 1 - **Activity 9:** Cover It Up (phoneme isolation)
- 2 - **Activity 10:** What Doesn't Match? (phoneme isolation)
- 3 - **Activity 11:** Apple Picking (phoneme isolation)
- 4 - **Activity 12:** How Many Sounds? (phoneme counting)

CD 2

- 1 - **Activity 5:** Blend the Sounds (phoneme blending)
- 2 - **Activity 6:** Finish the Sentence (phoneme blending)
- 3 - **Activity 7:** Mystery Bag (phoneme blending)
- 4 - **Activity 8:** I Spy (phoneme blending)

CD 4

- 1 - **Activity 13:** Change & Match (phoneme substitution)
- 2 - **Activity 14:** Sound Switch (phoneme manipulation)
- 3 - **Activity 15:** Picture Hunt (phoneme deletion)
- 4 - **Activity 16:** Disappearing Sounds (phoneme deletion)

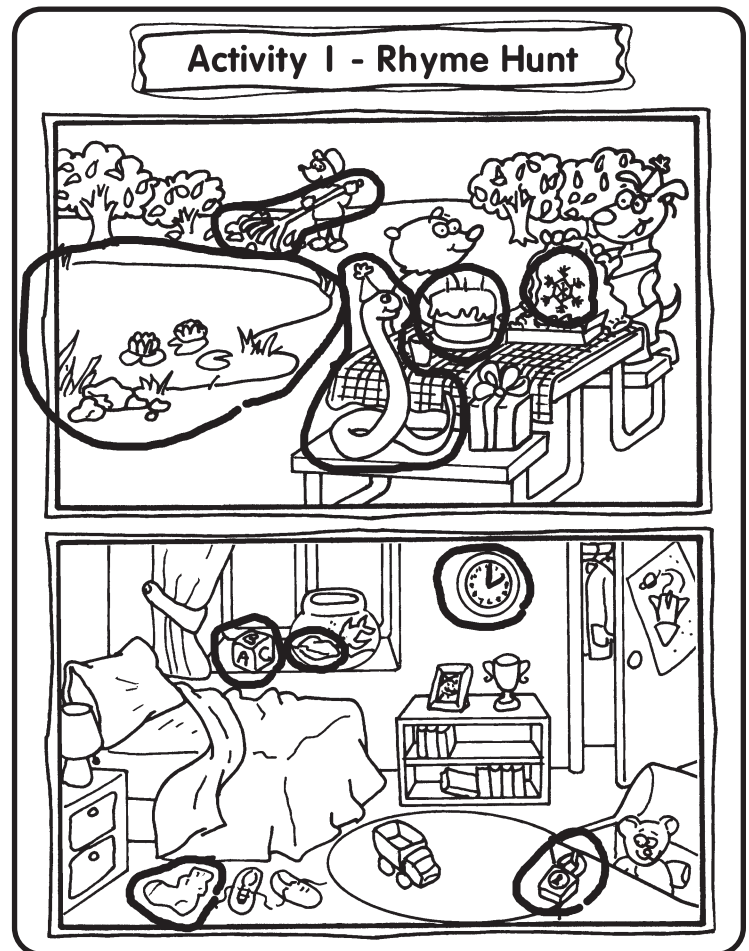
Activities

To keep children's interest levels high, there are several different types of fun activities in this set. Children will draw pictures, connect pairs of objects, move plastic chips along a path, and more. Each activity is also self-correcting, so children get immediate reinforcement of the new skills they are learning. Following is an explanation of each activity, with answers shown where appropriate.

#1 Rhyme Hunt (marker)

Hunting for objects in two appealing scenes gives students plenty of practice with rhyming words.

As students look at the picnic scene at the top of the card, a rhythmic chant prompts them to find and circle the words that rhyme with "cake." After the instructor helps children review and correct their work, she invites them to look at the bedroom pictured at the bottom of the card and circle the words that rhyme with "rock." The instructor again helps children review and correct their answers.



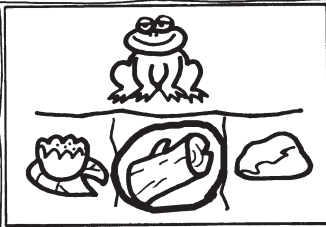

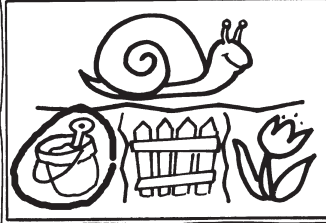

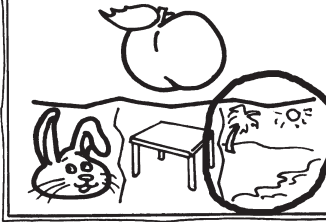

#2 Circle the Rhyme (marker)

This activity uses whimsical pictures and incomplete sentences to provide additional practice with rhyming sounds.

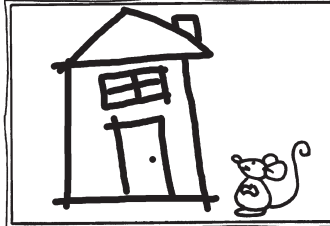
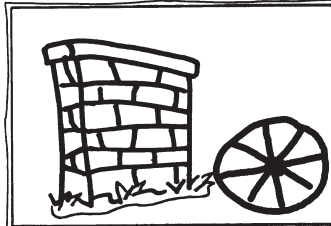
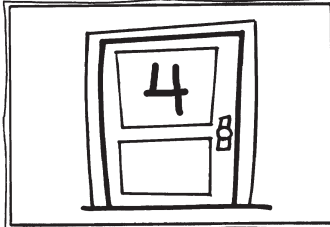
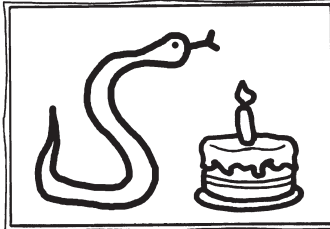
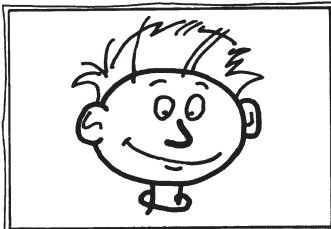
Students are instructed to look at the top picture in each of the six boxes and listen to the word. Then, they hear a short sentence that they must complete by circling one of the three pictures below. For example, in the first box, the sentence is "The frog will sit on the...", so students should circle the picture of the log.

After the sentences are completed, the correct answers are given so students can check their work. Finally, children are prompted to listen throughout the day for other rhyming words.

Activity 2 - Circle the Rhyme

Activity 3 - Rhyme & Draw



#3 Rhyme & Draw (marker)

In this activity, students are asked to complete each picture by following clues given in rhyming couplets. For example, when they hear "What bounced over this brick wall? Next to the wall, draw a big, round...", students will realize that they should draw a ball to complete the picture.

After giving the clues and allowing time for each picture to be completed, the instructor reviews the answers, one by one, so students can correct their own work.

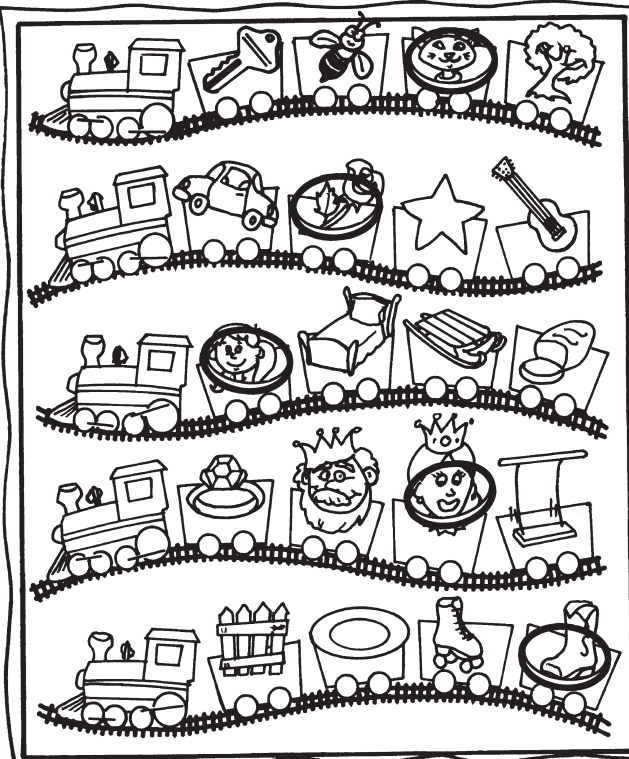
#4 What Doesn't Rhyme? (5 plastic chips)

Riding the rhyming train is the theme of this activity, and a lively tune adds to the fun.

Students are directed to look at the four pictures on each train and listen to the words. Three of the words rhyme, but one does not. Then the instructor sings a little song to prompt children to place a chip on the picture that does not rhyme with the others on each train.

At the end of the activity, the instructor reviews each group of words to help students determine whether they have placed their chips correctly.

Activity 4 - What Doesn't Rhyme?



Activity 5 - Blend the Sounds



#5 Blend the Sounds (1 plastic chip)

Students learn how to blend sounds together to form words as they help Billy Bear find his way down the path.

The instructor pronounces each word slowly and clearly, separating and emphasizing each sound. Students are instructed to blend the sounds together to form a word, and then move the plastic chip to the corresponding picture. For example, when the instructor says /f/, /a/, /n/, children should move their chips to the picture of the fan. After allowing time for students to respond, the blended word is revealed, giving them immediate reinforcement for their correct answers.

Note: Although every picture along the path is included in this activity, the order is mixed up to keep students alert.

























#6 Finish the Sentence (marker)

This activity uses colorful pictures and incomplete sentences to provide additional practice with blending sounds.

Students are instructed to look at the picture at the beginning of each row and listen to the word. Then they hear a short sentence that ends with a word in which the sounds are pronounced separately. They must blend the sounds to complete the sentence and circle the corresponding picture. For example, in the first row, the sentence is "The boy gets into his /b/ /e/ /d/," so students should circle the picture of the bed.

After the sentences are completed, the instructor reviews the activity and gives the correct answers so students can check their work.

Activity 6 - Finish the Sentence

Activity 7 - Mystery Bag



#7 Mystery Bag (1 plastic chip)

A catchy song enlivens sound blending practice as students try to guess which objects are in the mystery bag.

The instructor pronounces each word slowly and clearly, separating and emphasizing each sound. Students are instructed to blend the sounds together to form a word, and then move the plastic chip to the corresponding picture. After allowing time for students to respond, the blended word is revealed, giving them immediate reinforcement for their correct answers.

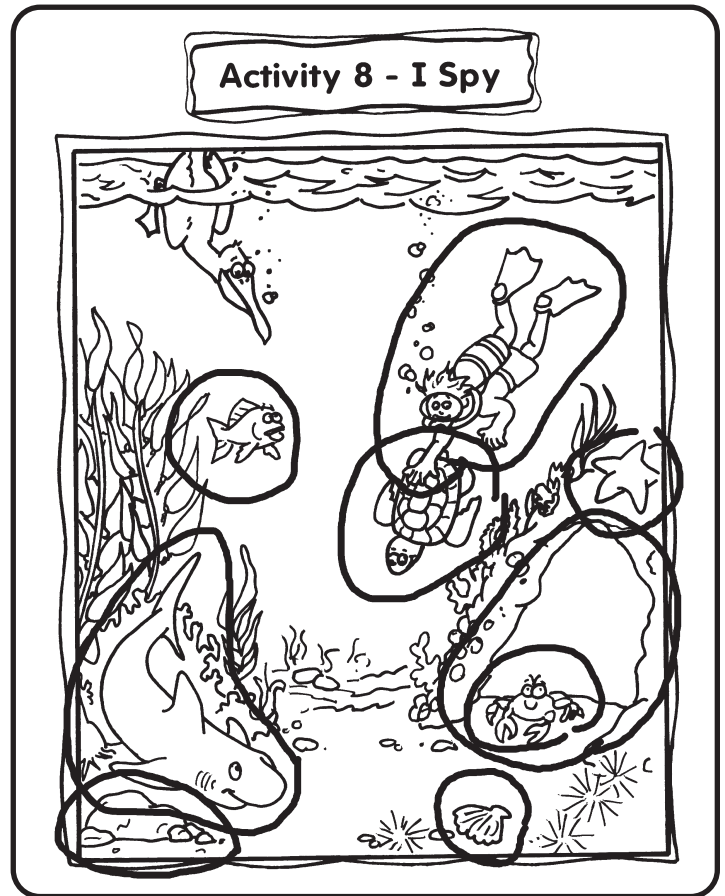
Note: All ten objects pictured on the card are included in this activity, ending with "truck."

#8 I Spy (marker)

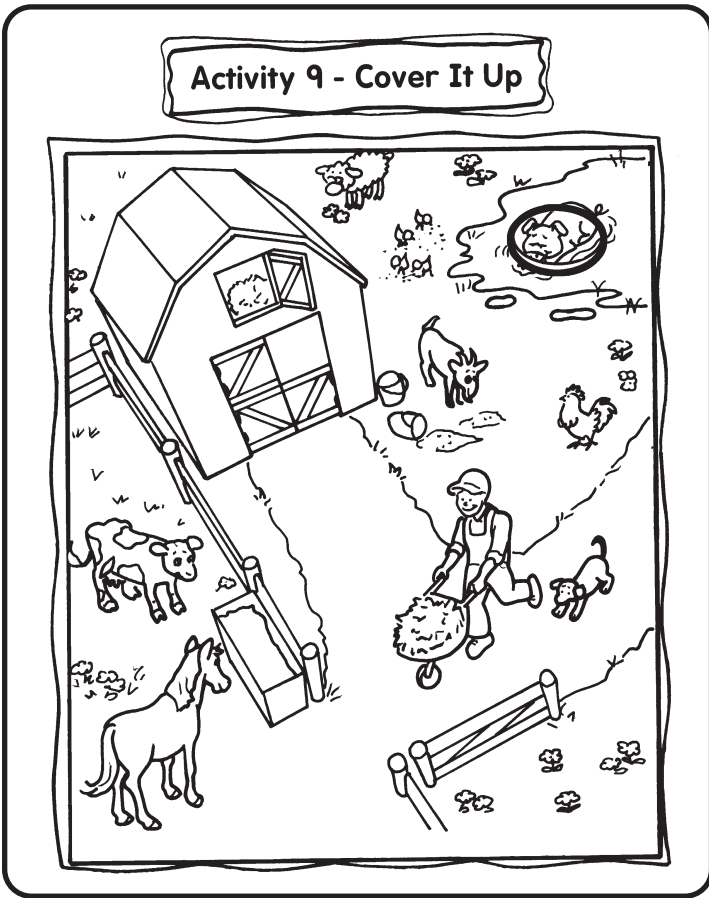
A familiar game is adapted to give children more practice with phoneme blending.

Students are challenged to guess which undersea objects Penny Pelican is spying. The instructor pronounces the individual sounds of each word separately, and children must blend the sounds together to form the word. Then they circle the objects that Penny Pelican has spied on their activity card.

After all of the "I Spy" clues have been given, the correct answers are revealed so students can check their work.



Activity 9 - Cover It Up



#9 Cover It Up (1 plastic chip)

Old MacDonald's farm is the perfect setting for learning how to isolate the beginning sounds of words.

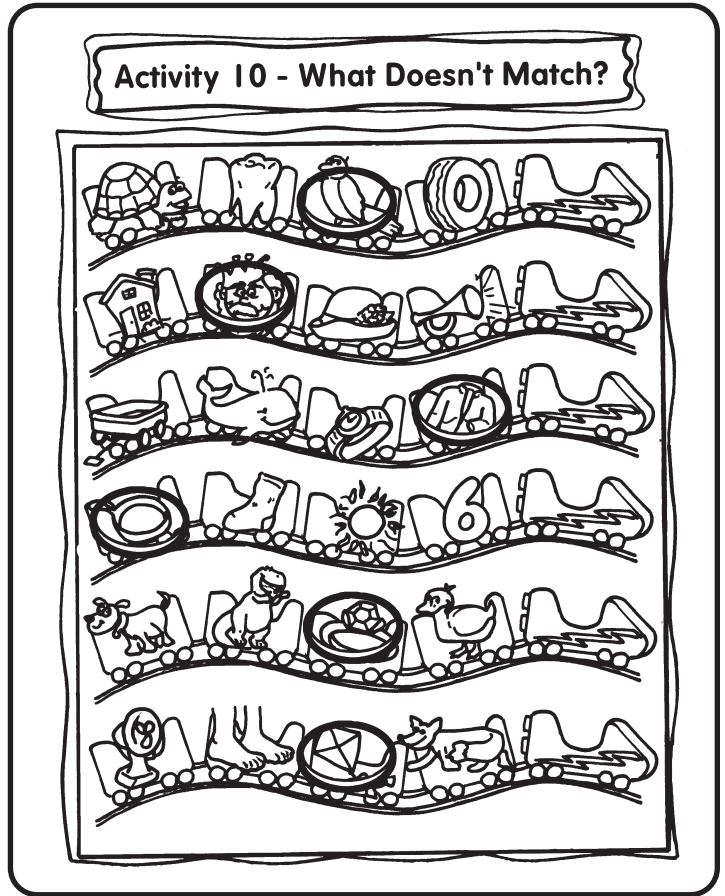
The instructor sings a verse from the familiar song, but pronounces only the initial sound of the animal's name. Students are asked to search the game board for an animal whose name begins with that sound, and then move the plastic chip to that picture. After allowing time for students to respond, the whole word is given so children receive immediate reinforcement for their correct answer.

#10 What Doesn't Match? (6 plastic chips)

A roller coaster theme and a catchy tune add interest to phoneme isolation practice.

Students are directed to look at the four pictures on each roller coaster and listen to the words. Three of the pictures have the same beginning sound, but one does not. The instructor sings a short song to prompt children to place a chip on the picture that begins with a different sound than the others on each roller coaster.

At the end of the activity, the instructor reviews each group of words to help students determine whether they have placed their chips correctly.



#11 Apple Picking (3 plastic chips)

As they "pick apples" from the colorful tree, students practice isolating the initial sounds of words.

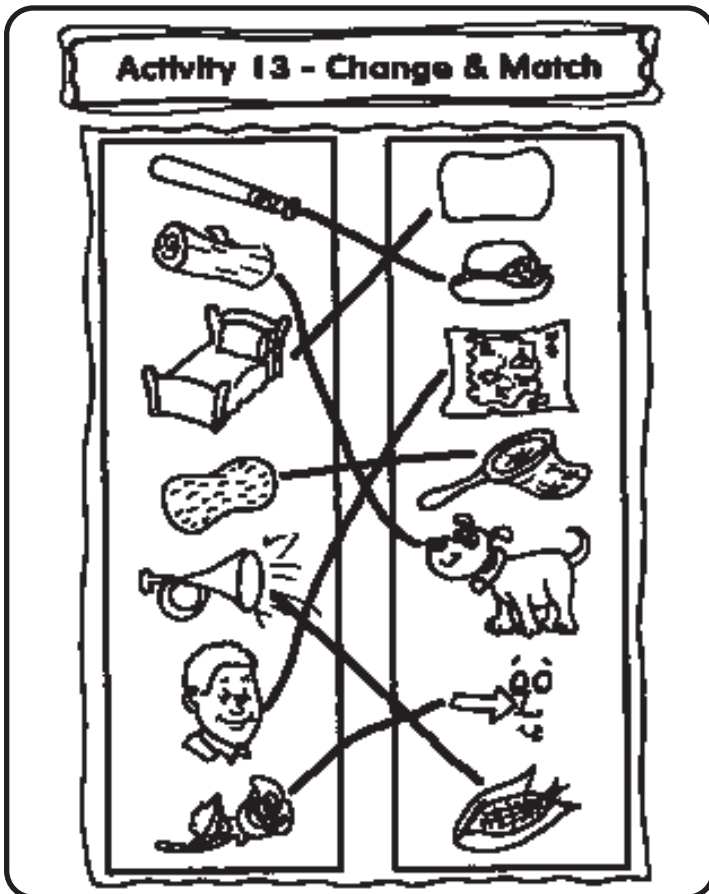
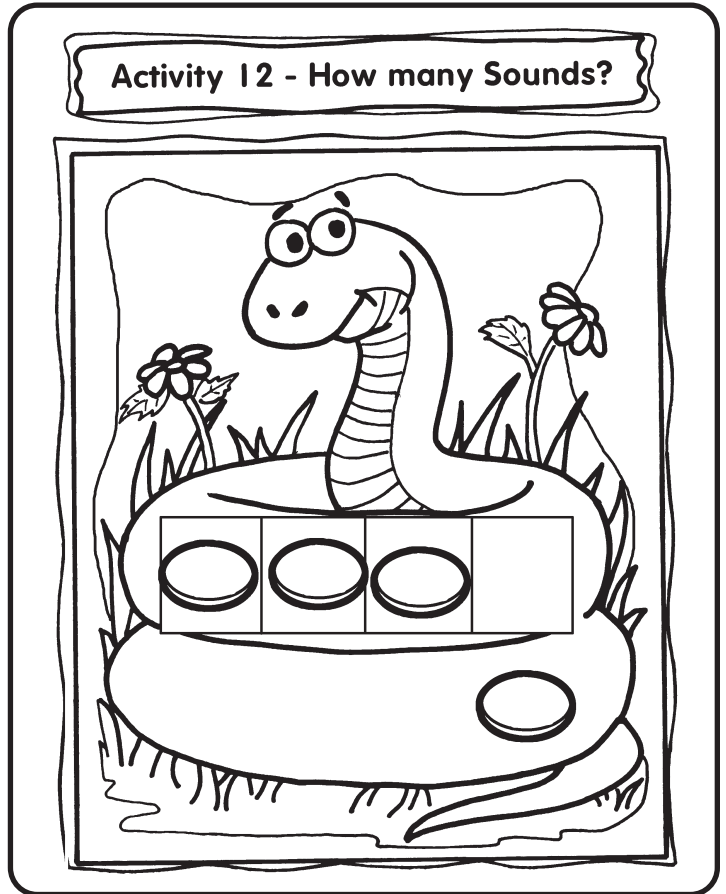
The instructor selects one of the objects on the apple tree and asks children to place a chip on it. She uses a rhythmic chant to help students determine the beginning sound, and then prompts them to place their remaining chips on two other objects with the same beginning sound. After allowing time for students to complete the exercise, the correct answers are given. The exercise is repeated until children have had a chance to identify the initial sounds of all of the objects on the apple tree.

#12 How Many Sounds? (4 plastic chips)

In this activity, children help Sammy the Sound Snake count the sounds in different words.

Students begin by placing their four chips directly below the boxes on Sammy's body. Then, as the instructor slowly pronounces a word, separating and emphasizing the individual phonemes, children push chips up into the boxes to indicate how many sounds they hear. After allowing time to finish the activity, the instructor repeats the word and helps children to correct their work.

The exercise is repeated until a total of eleven words have been counted, ending with "feet" (which has three phonemes: /f/ /ēē/ /t/).



#13 Change & Match (marker)

Children pretend they are magicians as they "magically" change one word into another by replacing the beginning, middle, or ending sound.

First, the instructor reviews all the words for the pictures to make sure children can identify them. Then, she helps students change each word pictured in the left column into a word pictured in the right column by substituting one phoneme for another. Children are instructed to draw lines to connect the word pairs. For example, "log" can be changed to "dog" by changing the initial sound, so children would draw a line between the pictures of the log and the dog.

After all the words have been changed, the answers are reviewed so children can correct their work.













#14 Sound Switch (6 plastic chips)

Children get plenty of practice isolating and manipulating sounds as they play this fun game.

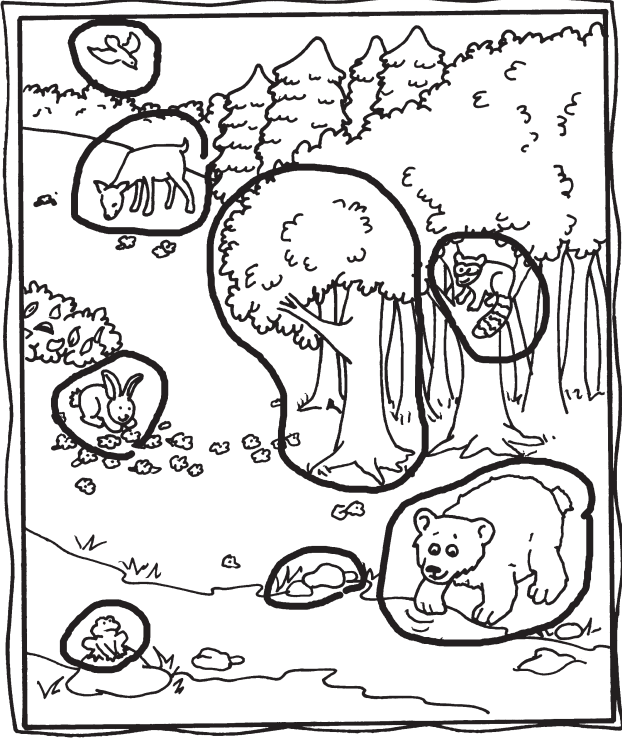
The instructor reads a pair of words, such as "fish" and "dish," and challenges students to determine which sound has been changed (beginning, middle, or ending sound). Then children are directed to place a chip in the corresponding box below the pictures. (In the example, the chip would be placed in the first box because the beginning sound of "fish" is changed to make "dish.")

The exercise is repeated until all six pairs of words are marked. Then the answers are given so students can correct their work.

Activity 14 - Sound Switch

Activity 15 - Picture Hunt



#15 Picture Hunt (marker)

A peaceful woodland scene is the setting for this exercise in phoneme deletion.

The instructor directs students to circle objects in the scene based on sound clues. She says the names of various objects, but leaves off the beginning sound, so that "deer" becomes "eer," and so on. Children must look at the objects pictured in the scene and find the one that matches each clue.

After all of the clues have been given, the correct answers are revealed so children can check their work.

Activity 16 - Disappearing Sounds

#16 Disappearing Sounds (1 plastic chip)

Children move their chip along a trail of silk scarves as they help the magician make sounds disappear!

The instructor pronounces a word slowly and clearly, and then asks student to determine what new word can be formed by deleting a specific sound. For example, if the /s/ sound in "scat" disappears, the word becomes "cat." Students are instructed to move the plastic chip to the picture of each new word they form. After allowing time for students to respond, the new word is revealed, so children receive immediate reinforcement for their correct answer.

Note: Although every picture along the path is included in this activity, the order is mixed up to keep students alert.



Extension Activities

To reinforce what students have learned at the listening center, try some of the following activities.

- Teach children these words to sing to the tune of "Pop Goes the Weasel":

Let's all think of rhyming words,
Two words that sound the same.
"Sun" and "fun" are rhyming words,
What others can you name?

Encourage children to come up with other pairs of rhyming words to use in the song, and have everyone sing the new verses together.

- Play a name game to help children become familiar with phoneme segmentation. Recite the following rhyme (use one of your students' names instead of Patty): "Start with /p/, end with /atty/, let's all say 'Good morning!' to...." Encourage children to blend the sounds and call out the correct name (Patty). Repeat the activity until all your students have been named. For more fun, invite students to jump up and wave to their classmates when their names are called.
- Create classroom books that focus on beginning sounds. Ask children to draw pictures of things that begin with a specific sound, such as the /f/ sound of "flower," or have them cut appropriate pictures from magazines and glue them onto pieces of paper. Make a cover with a title such as "Words That Start Like ⌘," and staple it together with children's pages to create a class book. (For more advanced students, choose an ending sound instead of a beginning sound.)
- Teach your students "Apples and Bananas," and sing it together for a fun phoneme substitution activity.
- Create a mystery bag to practice phoneme blending. Place a few small objects in a paper bag, such as a toy dog, a bell, a dime, and a pen. Name one of the objects, saying each sound separately and distinctly, "/b/ /e/ /l/." Challenge children to tell you what is in the bag. If they're having trouble, pull the bell out of the bag and ask, "Is this a /b/ /e/ /l/?" Repeat until all the objects have been revealed.

