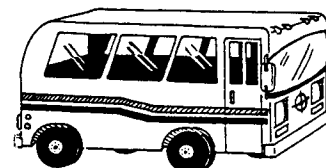
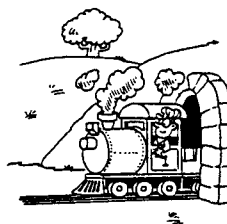
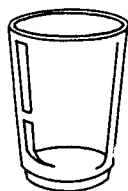
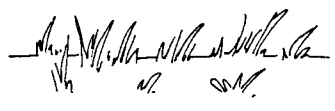
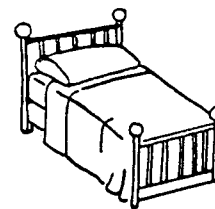
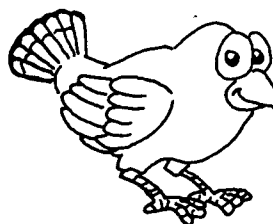
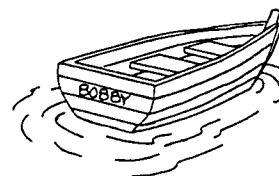
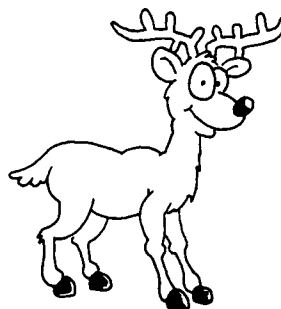
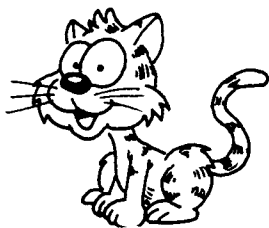


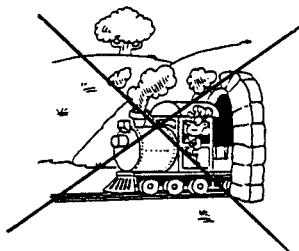
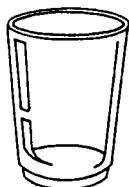
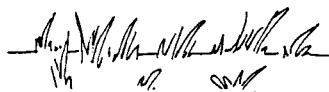
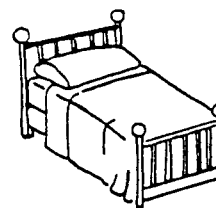
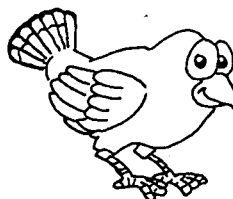
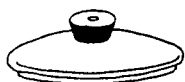
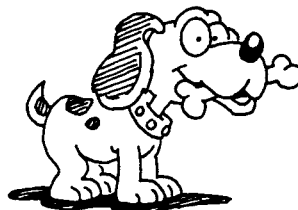
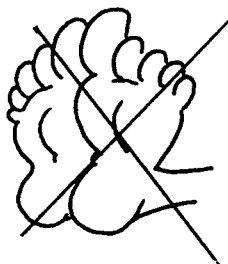
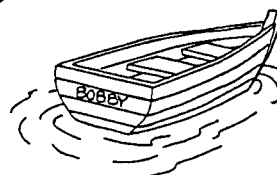
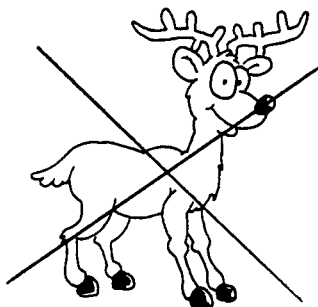
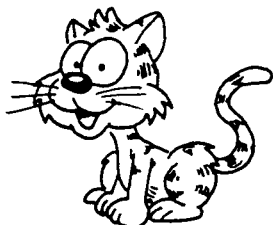
Name: _____ Date: _____

Discriminating Ending Sounds



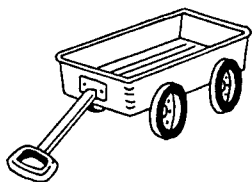
Instructor's Worksheet

Directions: Before beginning, each student should be given a copy of the page that corresponds to the instructor's worksheet. There are four pictures in each row. Three pictures end in the same sound. One picture does not. The students should say each word aloud. The students should identify the pictures that end in the same sound. They should mark out the picture that does not end in the same sound.

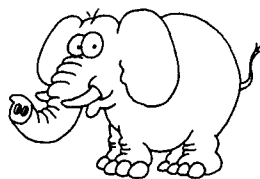


Name: _____ Date: _____

Counting Syllables



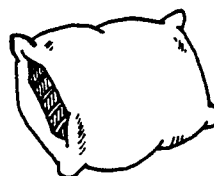
1
2
3



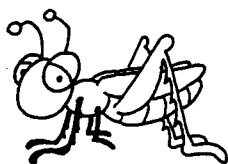
1
2
3



1
2
3



1
2
3



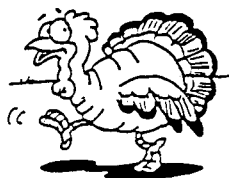
1
2
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1
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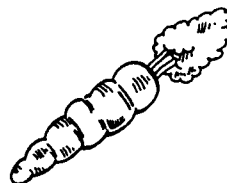
1
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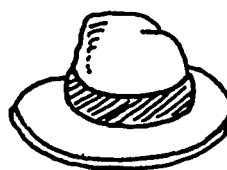
1
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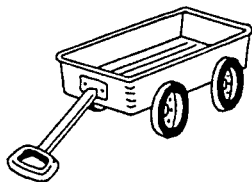
1
2
3



1
2
3

Instructor's Worksheet

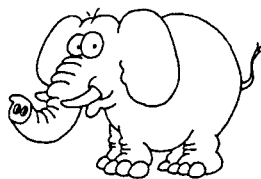
Directions: Before beginning, each student should be given a copy of the page that corresponds to the instructor's worksheet. If the student has not been introduced to the concept of counting syllables in words, practice the words, emphasizing the syllables and counting them together until the concept is clear. The student should then slowly say each word and decide how many syllables are in the word. The corresponding number should be circled.



1

2

3



1

2

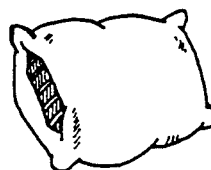
3



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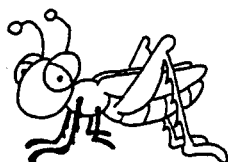
3



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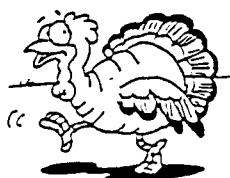
3



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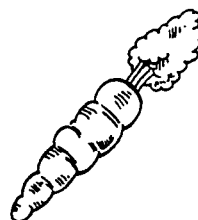
3



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3



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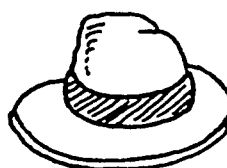
3



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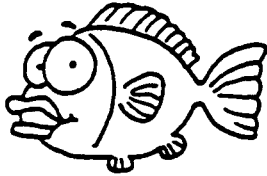
1

2

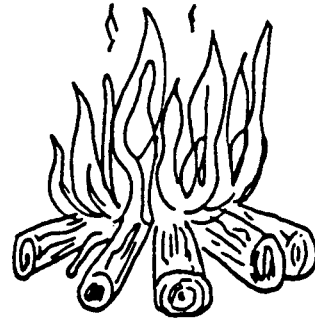
3

Name: _____ Date: _____

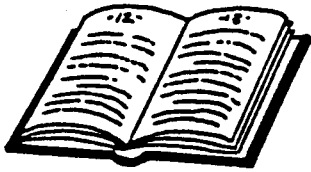
Listening for a Specific Word



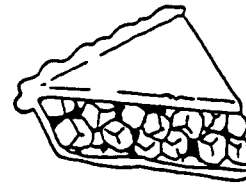
1 2 3 4 5 6 7 8



1 2 3 4 5 6 7 8



1 2 3 4 5 6 7 8



1 2 3 4 5 6 7 8

4

1 2 3 4 5 6 7 8



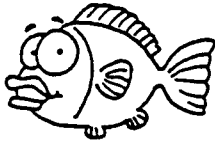
1 2 3 4 5 6 7 8

Instructor's Worksheet

Directions: A fun activity (that is more difficult than it sounds) is counting how many times a certain word is used in a short story. As the students count the words, they should make a slash through the next number every time the word is used. At the end, the student can compare the number of times they heard the word. Students can prop up a book in front of their papers to shield their papers from the other students' views.

Listen for the word fish.

Donna's mother said she could have a fish as a pet. They went to the pet store to pick out her new fish. Donna chose a beautiful yellow and blue fish. The fish has a long tail and beautiful fins that make it look like a butterfly.



~~1~~ ~~2~~ ~~3~~ ~~4~~ 5 6 7 8

Listen for the word fire.

It was a cold day. Mr. Smith decided to build a fire. He went outside and gathered some wood for the fire. He put the wood into the fireplace and lit it with a match. He pulled his rocking chair near the fire and wrapped a blanket around his legs. The fire was very warm and soon he fell asleep.



~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ 6 7 8

Listen for the word book.

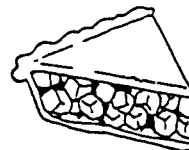
Jenny had to write a book report for school. She didn't know what book to read. Her mother took her to the library where there are many books. Jenny walked up and down the aisles looking for a special book to read. She decided to read a book about horses. She thought everyone in her class would like to hear a book report about horses.



~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ 7 8

Listen for the word pie.

Mr. Stone's favorite dessert is cherry pie. His wife buys a good cherry pie from the bakery. If they don't have a cherry pie, then Mrs. Stone will buy a blueberry pie. Mr. Stone likes blueberry pie but not as much as cherry pie.



~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ 7 8

Listen for the word four.

Today is Johnny's birthday. He is four years old. His mother invited four of his friends to his party which means he will get four presents. His birthday cake has four candles on it. Johnny thinks the number four is a very special number.

4

~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ 6 7 8

Listen for the word ball.

Todd and Bob are playing ball with the other children in the neighborhood. Todd brought his ball and glove, Bob brought his bat and helmet. The children like to use Bob's bat because it is shiny and new. The boys share the glove, ball, bat and helmet.



~~1~~ ~~2~~ ~~3~~ 4 5 6 7 8

Instructor's Worksheet

Directions: This is a listening skills activity. There is no student worksheet. The instructor should read each sentence aloud. In each sentence, one word is incorrect. The incorrect word rhymes with the correct word that should have been used. The student should use the context clue in the sentence to help identify the incorrect word. The student should then repeat the sentence using the correct word that should have been there.

1. I have five fingers on my band. (hand)

2. The man put on his pants and skirt. (shirt)

3. Tom's mother baked him a birthday rake. (cake)

4. Suzy saw a truck swimming on a pond. (duck)

5. Jim has his glove, ball and cat. (bat)

6. I wear clocks on my feet. (socks)

7. A car has four fires. (tires)

8. I eat my cereal with a moon. (spoon)

9. I stumped my bow on a rock. (toe)

10. The cars were twinkling in the sky. (stars)