Review of Resources Available for the Teaching of Phonological Awareness in Early French Immersion

*Primary and Elementary*

*Support Document
2010*
Acknowledgement

The department of Education recognizes the contribution of Tina Maloney to the development of this document.

Note: Many of these resources differentiate between the oral syllables and the written syllables with reference to the silent “e” in French. For example, the word porte would have only one syllable in spoken French, however in writing there are technically two syllables, and some dialects may pronounce the second syllable, or it may be pronounced in poetry/music. For consistency in these activities, it was recommended that the rules for oral pronunciation be followed (porte = 1 syllable).
**Publisher/Distributor**  
Chenelière Éducation  
7001, boulevard Saint-Laurent  
Montréal, QC H2S 3E3  
Téléphone : 1-800-565-5531  
Fax : 1-800-814-0324

**ISBN**  
9782765023708

**Title**  
*Débrouille : Des jeux qui aideront l’élève à débroussailler toutes les graphies des sons ill, ail, eil, euil, et ouil*

**Price**  
49,95$ 

**Comments**

Description:
Kit includes teacher guide and a variety of activities based on 228 cards (28 complex grapheme cards; 50 word cards; 100 sentence cards; 50 illustrations), game board, 4 game pieces and 2 dice.

Target Skills:
• reading and writing of the following complex graphemes: -ill, -ille, -ail, -aill, -aille, -eil, -eill, -eille, -euil, -euill, -euille, -ouil, -ouill, -ouille.
• reading strategies (semantic, syntactic, graphophonic; students read sentence cards)
• vocabulary development

Highlights:
Rules for the spellings of target graphemes (in median and final position, singular and plural nouns, or verbs) are provided for background and instructional purposes.

A variety of games can be played (e.g. memory, association, beat the clock, cloze activity, board game, create a sentence, etc.) some of which include spelling orally or writing the target words.

Because the activities involve reading and writing, they go beyond phonological awareness, but the teacher could also use the words in oral activities to improve students’ aural perception/differentiation of these sounds.

Each sentence card has a cloze sentence (missing word) to be completed. A self-correction reference is included for independent play.

The collection of vocabulary used in the word/illustration cards will present some challenges to second language learners (e.g. scintiller, vitrail, paillasson, maillon, muraille, pare-soleil, treillis, seuil, effeuiller, fenouil, gribouillis, genouillère, gazouiller, vadrouille). These will require preteaching.
Additionally, sentence cards include a wide range of vocabulary which will also challenge students. The following sentences are provided to illustrate the level of complexity:

1) L’étoile polaire ___ dans le firmament; elle brille pour nous indiquer le nord.

2) La corneille est un oiseau noir qui fait partie de la ___ des corvidés.

3) Hier, j’aurais pu assister à un merveilleux spectacle, mais j’avais perdu mon ___.

4) La métamorphose du ___ comporte quatre étapes : l’œuf, la chenille, la chrysalide, et le ___.

5) Le voleur a bâillonné le marchand et il s’est enfin avec tous les ___ de la banque.

Age/Grade Level:

Because of the level of complexity, this kit is not recommended for Primary grades; however there are parts of the kit which may be useful in Grade 3 French Immersion. The kit is best suited for Elementary French Immersion, used on a small group basis or for large group activities focusing on the complex spelling patterns. It will provide opportunity to extend vocabulary knowledge at these levels, as well as improve student spelling/writing of the patterns targeted.
Description:
Kit includes teacher guide and a collection of manipulatives (cards/tokens) to be used for all activities. All cards are coded with symbols, and session instructions indicate the cards required for each session. The kit provides instructions for a 32-day intervention with homogenous groups of no more than 7 students. The 32 sessions require approximately 20 minutes each, with one session per day for 8 weeks (i.e. 4 sessions per week). It is important that the sessions follow a regular schedule, with morning slots recommended, during the second term of the school year. The kit is designed for pre-reading students in “Grande section” in France, the equivalent of Kindergarten in NL. A pre-test is included which has a maximum score of 23. Results are very weak if they are 7 or less; and weak if 8-10. The average score on the population tested (November-December) was 14/23. Intervention is recommended for all students with a score of 10 or less. The test consists of three oral activities:

1) In a list of three words, recognize the word that rhymes with a target word (8 items);
2) Count the number of syllables in a word (5 items with 1-3 syllable word in each item);
3) Delete a syllable in a word (e.g. Dis MARTEAU; et maintenant dis MARTEAU sans dire TO. (10 items, 5 each of deleting first and last syllables.)

A tracking sheet for the test is included.

It is important to note that this test was designed for francophone students; for second language students it may be necessary to simplify the instructions and to remove from the kit images of vocabulary items which differ from Canadian use.
Target Skills:
• visual and auditory discrimination
• working and long term memory
• find similar words focusing on sounds
• identify and produce rhyming words
• segment words into syllables
• blend syllables to make words/nonsense words
• delete initial or final syllable in 2-syllable words
• develop awareness of phonemes
• segment syllables/words into phonemes
• delete initial and final phonemes
• blend up to 3 phonemes
• develop awareness of links between oral language and print, phonemes and graphemes
• vocabulary development

Highlights:
The kit goes beyond phonological awareness, as it links the spoken word/syllable/sound to print. If students are not successful, activities or sessions may be repeated. Activities are organized into 3 general areas:
1) rimes (ending sound) - 3 activities (rhyme with target word; produce word that rhymes with target word; etc.)
2) syllables – 8 activities (segment, blend syllables in words, pseudo-words; delete syllables, etc.)
3) phonemes – 26 activities (blend; segment; find intruder; delete; etc; goes from 2 to 3 phonemes in specific patterns Consonant-Vowel, Vowel-Consonant, etc.)

The 32 sessions use a combination of these three types of activities, with 3-5 exercises per session. Short texts/poems are sometimes integrated into these sessions (e.g. Madame Paquerette met ses chaussettes, prend sa trompette, met la chouette dans la brouette puis mange la galette avec une fourchette.) The images used are simple, as the goal is to not distract from the spoken word. Some activities have manipulatives, while others do not. Each student must respond individually to at least one task per day, but sometimes two are recommended. In cases where students must produce a word (e.g. rhyme or phoneme activities), nonsense words are acceptable so language limitations may not impede performance. The activities are sequential and very repetitive, re-using vocabulary and building on previous exercises.
Words used for each activity are listed in the teacher guide. Some vocabulary may be challenging for second language students at this level and teachers may choose to remove certain words. As well, some of the activities generate words which may be challenging; teachers may choose to adapt or modify certain activities.

Links are made to the curriculum of France. Theoretical foundations give teachers background information and contextualize the activities. There are also sections on current research in reading, and the links to phonological awareness.

Age/Grade Level:
This resource is recommended for students in Grade One French Immersion, in particular those experiencing difficulty with phonological awareness. It may also be of use to students in Grade Two who have not had the training and are experiencing reading difficulties.

Also available:
*Mi - Entraînement phonologique – Primaire (Lecteurs)*
ISBN 9782912457462

This resource is similar to the “préscolaire” version and may be appropriate for use with students in Grades Two and Three French Immersion.
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Chenelière Éducation
7001, boulevard Saint-Laurent
Montréal, QC     H2S 3E3
Téléphone : 1-800-565-5531   Fax : 1-800-814-0324

**ISBN**
9782909295657

**Title**
*La clé des sons (6 à 8 ans)* [Collection La clé des sons]

**Price**
121,95$

**Comments**

**Description:**
- 54 pairs of key word cards (*mots-clés*); each card highlights a target sound, including a word/image with the target sound (e.g. *maison*), and the spelling printed in boxes to emphasize letter shapes; symbols for phonetic transcription are also present.
- All cards are colour coded and numbered; matching pairs are indicated by symbols of a key on one card and a keyhole on the other.
- 11 pairs of “trap” cards (*cartes-pièges*); cards are made up of 2 columns, using the same format as the key word cards above, and highlight 11 sound or spelling patterns which tend to be challenging for students (*ion/oin; ian/ain; ou/on; gné/nier; ienlein; ayeill; iai/ai; iel/ie; en/ne; oulonn; io/oi*)
- 8 “Morsey” question cards (“Morsey” is the walrus mascot of the kit) and 8 corresponding answer cards. The question cards may include questions about rules (e.g. *Pourquoi écrit-on réveil et abeille?*) or words with the target sounds missing (*portail/paille; écureuil/feuille; crayon; ceuillir; rêveil/abeille; bague/guitare; noyau; changail/taille-crayon*)
- 14 Bingo cards (these are not traditional bingo cards, but word cards similar to the key-word cards), each highlighting a word that has a difficult feature (*réussir, parfum, terre, confiance, plaisir, avancer, force, gagner, s’entraîner, apprendre, heureux, regarder, écouter, imaginer*)

**Target Skills:**
- Letter-sound combinations in words
- Spelling difficult patterns
- Vocabulary development
Highlights:

Instructions for three possible games are provided (Fish/Families; Detective; Memory) which can be played using combinations of Word, Bingo, Money or Piège cards, as needed. Theoretical foundations are provided for the kit (repetition, play, routine, training, controlled acquisition, association, and targeted difficulties, similarities and differences). This kit is complex in terms of the amount of information on each of the cards. Students are expected to “read” the cards regularly using a given script in order to memorize the information (e.g. "Dans "maison", j’entends "ai" qui s’écrit –ai.").

Age/Grade Level:

The kit may have some use in Grade 1 however it is better suited to Grade Two, as it goes from simple sounds to more complex (e.g. -ain, -aim, -ein, -ail, -aille, -eil, -eille, -euil, -euille, etc.), and uses some vocabulary which will require pre-teaching (empreinte, parfum, daim, plante, portail, fenouil, noyau, tuyau, boxe, marguerite, réussir, avancer, s’entraîner, confiance). It may also be of use in Grade Three French Immersion, depending on student needs.
Description:
240 cards (4 decks with 60 illustrated cards in each deck) and instructions for activities (see below). For organization purposes, the cards are also numbered and colour coded.

Target Skills:
- Phonological awareness skills (syllables, rhyming, phoneme identification, segmentation and differentiation)

Highlights:
Each deck of cards can be used to play four different games: “War”, “Memory”, “Families”, and “Fish”. For each game the rules are as follows:

1) **Bataille** (War): Cards are equally distributed and a pile is placed face down for each player. A player turns over the top card on their pile, and has to do a specific task according to the colour of the deck used. The player with the highest number on their card gets to keep the cards for that turn. The goal is to get the most cards.

2) **Mémoire** (Memory): Lay out all the cards. Students try to make a pair by turning over 2 cards. According to the deck used, the student will perform a task based on the cards. The winner is the student with the most pairs.

3) **Les familles** (Families): students try to collect the most families possible (“families” being 3 or 5 cards with a link among them). For example, they may try to collect families of 3 word cards which rhyme. The game is played similarly to the game “Fish”, however instead of pairs of cards, the player collects families. Visuals are present on each card to indicate how to form the complete family.

4) **Pige dans le lac** (Fish) Players form pairs based on the deck used (e.g. a word that starts with /s/, etc.) and “go fish” if they are unable to form a pair. The player with the most pairs wins.
Variations for each of these games are based on the deck used; each deck targets specific objectives:

1) Blue: segment and identify syllables
2) Red: Identify rhymes
3) Yellow (using simple words) and 4) Green (using more complex words): segment phonemes; identify beginning and ending sounds, elision

For the green and yellow decks, words are further organized in levels of difficulty according to the sounds used. Recommendations are provided based on which words to use first, and then as students progress others may be added.

Vocabulary is basic and appropriate for second language learners (e.g. souris, sirène, balai, cerceau, loup, cheveu, château, scie, nuage, larme); all words are identified in the instruction booklet in case of confusion with the illustration (e.g. shirt = blouse, ≠ chemise; boat = barque ≠ bateau)

The kit is multifaceted in terms of the number of variations of games to be played, and clear instructions ensure that a variety of phonological awareness skills can be practised.

**Age/Grade Level:**

This kit is best suited for Grade One French Immersion, however it may also be of use in early Grade 2, depending on student needs.
PhonoSons : Un jeu amusant qui explore six opérations phonologiques

Description:
30 game cards (numbered, colour-coded and categorized) with 9 images on each; 45 picture cards (colour-coded) with one illustration on each (these are perforated); detailed instructions.

Target Skills:
• isolate and match syllables
• isolate and match initial phonemes
• rhyming

Highlights:
Six different games can be played:
1) Le domino des syllabes (Domino syllables) Last/first syllables must match
2) La syllabe commune (Common syllable) A syllable from the picture card must match a syllable of the game card, regardless of position
3) La dernière syllabe (Last syllable) The last syllable on the picture card must match the last syllable of a picture on the game card
4) La première syllabe (First syllable) The first syllable on the game card must match the first syllable on the picture card
5) La rime (Rhyme) To match the picture card to a space on the game card, the words must rhyme (regardless of spelling); e.g. château and lavabo
6) Le premier son (First sound) The first phoneme on the picture card matches the first phoneme on the game card, regardless of syllables or spelling (savon/cerf-volant)

Students may play individually or in groups, and instructions are provided for variations of games in teams, pairs, large group, etc.
Most vocabulary used will be appropriate for independent second language users, however the following are exceptions which may require pre-teaching:

béquille, lasso, lavabo, chevalet, poulie, tiroir, bouffon, tabouret, lampadaire, rubis, ventilateur, lanterne, sirop, licorne, tondeuse, pâté, auvent, trapéziste, tire-bouchon, carrefour, cicatrice, funambule, étincelles, salami, verrou, sabot, théière, cadenas, dromadaire, magnétophone, chaloupe, tigresse, rétroviseur, béret, serrure, parasol

Age/Grade Level:

With attention to the vocabulary used, this kit is recommended for Grade One French Immersion, however early Grade Two French Immersion students may also benefit.
Description:
Kit includes teacher guide and CD Rom. The guide presents the theoretical foundation and a description of the Phonoludos research with 498 students in France. Students who received training were grouped in two categories: moyenne and grande section (i.e. training over two years), grande section only, and a control group (MS – 4-year olds; GS – 5 year-olds). Pre and post tests were administered at specific intervals. It was found that the training improved student phonological awareness, and in particular, the students who were weakest made the most improvement. Training also improved performance of students attending ZEP schools (zone d’éducation prioritaire). Early training is considered key. All the resources are included in the teacher guide as well as on the CD Rom. There is also a website, www.phonoludos.com which teachers can use to get lists “made to order” (e.g. teachers can define the number of syllables, frequency of words, one or more specific syllables or phonemes in the word and their placement, and rhymes; the list will be generated for the teacher, and the results can be downloaded in pdf format for printing.

Target Skills:

• develop attention, listening and memorization of sounds
• separate words into syllables
• order, locate, delete, invert syllables
• identify an incorrect syllable in a word
• produce a syllable for a particular task
• rimes (word endings): recognize, compare, produce rimes
• identify incorrect rimes (word endings)
• recognize and associate vowels
• recognize, compare and associate consonants
• blend phonemes
• segment syllables/words in phonemes
• vocabulary development
Highlights:

It is recommended to train homogeneous groups of 5-10 students. Results of a pre-test are used to group students. The pre-test is composed of three different activities, with 12 tasks in each:

1) of three given words, find the word that has the same ending as a target word;
2) find the intruder (one word among three given starts with a different phoneme); and
3) delete the first or last syllable in a word as instructed (6 items each for first and last).

By tallying their points (0-14; 15-26; 27-36) students are placed in Levels 1, 2, and 3 respectively, with Level 1 having the smallest number of students. It is important to note that the pre-test was designed for francophones; second language learner results may not be comparable. It is also of note that the instructions in the test are given in French, which may impede student understanding of the tasks.

Suggested variations for minimal, sufficient and optimal programs are given for Levels 1-3. There are 32 – 56 exercises, depending on how sessions are scheduled; two sessions per week are recommended, over a 8-14 week period, depending on student needs. Each session should last between 10 and 20 minutes. It is also noted that the second term of the school year is the best time for the training. Many of the exercises use pseudo-words (nonsense words) to enable students to focus specifically on sounds.

Each session in the teacher guide is structured in the same way: objectives; instructions; material; opening activity; 2 alternating group and individual exercises, notes for the teacher, and the items list (e.g. words needed for the activity, divided by number of syllables, phonemes, etc. as necessary). Notes provide contingencies if students experience difficulty (e.g. re-do a previous session, complete more slowly, etc.).

The “Ludos” mascots of the kit, are part elephant, part human, and there are 13 different Ludos with names and personalities (highlighted on a poster). The stories of the Ludos are incorporated into the lessons. The language in these stories is challenging for French Immersion students at this level; teachers will need to use their own discretion.

The activities in the kit are very well organized and conceptualized.

Age/Grade Level:

Teachers in second language will need to look carefully at the list of words for each activity to ensure that students understand the words, and may wish to adapt some of these as necessary (note that alternate word lists are available online for all activities at www.phonoludos.com). Also, some activities require students to produce words, such as words beginning with a target syllable. Due to limitations in their developing language, they may not always be able to produce a correct word, and the use of pseudo-words may be required to ensure that students understand the concept. The kit is best used in Grade One French Immersion.
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ISBN
9782765021865

Title
Apprenti Sons

Price
54,95$

Description:
This is a comprehensive Teacher Resource focused on phonological awareness, spelling, reading and decoding specific sounds which cause difficulty to students. The resource includes theoretical foundation, activities, sample plan, structured word lists (see below), spelling patterns/rules, glossary and tracking sheets. An accompanying CD includes over 850 reproducibles in PDF format (includes a set of word and/or illustrations for each sound targeted; game board “Jouons avec les sons”; 450 activity sheets for Grades One and Two which are grouped by sound, phoneme or type of activity; and self-evaluation checklists for Grades One and Two). The activity sheets use the same vocabulary as the word cards, so students become familiar with the words for each sound.

Target Skills:
• auditory discrimination of 28 sounds/ groups of consonant blends which are typically challenging to students
• auditory attention
• analyse, locate, segment and compare syllables and phonemes in spoken words
• rhyme by analogy
• associate graphemes and phonemes (assemblage)
• distinguish letter patterns of graphemes/words (adressage)
• word identification
• vocabulary development
• reading comprehension
• spelling skills
• visual memory and attention
• semantic memory
• working memory
• vocabulary development
Highlights:

Sounds targeted are presented according to a specified hierarchy, and words are chosen based on three factors: frequency, level of writing acquisition and syllabic structure, as informed by research in word frequency (NovLex) and age of spelling acquisition (ÉOLE, ou Échelle d’acquisition en orthographe lexicale). Theoretical foundation contextualizes activities. The oral sounds are the point of reference for the written code. Sounds are targeted in isolation orally, in the context of syllables, words and sentences. Multiple intelligence theory is incorporated into the activities. A wide variety of activities are included for each of 28 target sounds/groups of sounds, and these are further grouped by grade level in 23 categories as follows:

Grade 1

Les sons
- Ouvre grand tes oreilles
- Je localise le son

Les syllabes
- Je découpe les syllabes
- La reconstruction de mots

Les mots
- Quelle rime sublime !
- Je découpe les sons
- Le jeu du détective
- À la recherche des mots
- Prends une photo
- À la recherche des mots cachés

Les phrases
- La course contre la montre
- Trouve la paire
- La lecture des phrases

Grade 2

Les sons
- Ouvre grand tes oreilles
- Je localise le son
- À la recherche des lettres

Les syllabes
- Je découpe les syllabes
Les mots
• À la recherche des mots
• Prends une photo
• Le jeu de bingo
• À la recherche des mots cachés

Les phrases
• Trouve la paire
• La lecture des phrases

The 28 sounds/groups of sounds are as follows:

Grade 1: /ch/ ; /l/ ; /f/ ; /z/ ; /j/ ; /è/ ; /o ouvert/ ; /e/ ; /k/ ; /ou/ ; /eur/ ; /o/ ; /in/ ; /oi/ ; /an/ ; /ien/

Grade 2: /gn/ ; /an/ ; /è/ ; /tr/ and /dr/ ; /k/ with /r/ and /l/ ; /g/ with /tr/ and /dr/ ; /p/ with /r/ and /l/ ; /fr/ , /fl/ and /vr/ ; /br/ and /bl/ ; inverse syllables (e.g. arbre, castor); and /yod/

Age/Grade Level:
This resource is designed for francophone students; however, the vocabulary used is based on frequency in texts and therefore is common French vocabulary that students will encounter. Some words may require preteaching for meaning. The following words are the more difficult ones found in the resource: épluché, couche, taché, rocher, embrasse, grasse, fume, crise, gazelle, refuse, usine, éponge, rage, cornichon, tonne, calcul, louche, biberon, chapiteau, gradin, pharmacien, tribu.

The resource is recommended for Grades One and Two French Immersion, and may also be useful in Grade Three French Immersion based on need.
Description:
This resource goes beyond phonological awareness, as it presents activities for writing, reading and listening. There are a number of activities (Activity 6, 7, 8 and 12) which specifically treat phonological awareness. The resource is a teacher guide with blackline masters and CD Rom. The teacher guide includes an introduction and theoretical foundation. The CD Rom is a pdf file of the story *Gentil Secret et la découverte des lettres* which puts letters and words in a story context for young learners.

Target Skills:
- Reading
- Writing
- Phonological awareness
- Visual images and memory
- Phonemes, letters, words
- Vocabulary development
- Visual discrimination

Highlights
There are 17 early literacy activities, many with variations. The four activities which focus on phonological awareness develop identification of syllables in beginning, median or final positions, identification of a target phoneme in a list of words, locating a phoneme (beginning or end) in a word, and segmenting phonemes in a word.

Age/Grade Level:
This resource has only four activities specific to phonological awareness, but is considered useful in the Français program for Grades One and Two French Immersion. It may also be of use with student experiencing difficulty.
Description:

29-week program for early literacy, designed for francophone pre-schoolers and Gr. K/1, and for students who may be experiencing difficulty. For each week, there are five activities planned (except the last week which is a synthesis activity). The activities are listed at the beginning in two separate tables (by week or by outcome) and by type (integration, learning, synthesis).

The resource is a teacher guide with blackline masters and CD Rom. The teacher guide includes an introduction and describes the theoretical foundation. Many of the activities include a short story to be read to students. In the Appendix, an evaluation rubric is included, as well as a tracking sheet for each of the skill areas targeted. There are a variety of blackline masters to accompany specific activities.

The CD Rom includes 700 illustrated cards which can be printed and used for the activities suggested, or other use in the classroom. A collection of the illustrated cards includes the associated word, while others present the illustration only. The CD Rom is well organized and user friendly, as the teacher can access the vocabulary cards alphabetically or by activity. As well, there is a “cart” so the teacher can browse, choose images to add to the cart, and then print or save the cart.

Target Skills:

- understanding of word and sentence
- concepts of print
- rhyme
- syllables: segmenting, blending, position, inversion, addition and substitution
- phonemes: position, blending, segmenting, omission, addition, substitution
- auditory discrimination/attention/memory
- vocabulary development
Highlights

Phonological awareness activities: There are 62 phonological awareness activities in the program (20 syllable; 42 phoneme). Students will use the cards included to complete various activities based on oral language (e.g. pairing words that have the same last syllable; removing first phoneme from a word, indicating beginning, middle or final position of a phoneme in a word, etc.) For each activity, the list of words suggested are included (e.g. facteur – [f] = acteur, homme + [p] = pomme). There are a number of words in the illustrated cards which may be less familiar to second language learners (e.g. aspirateur, beret, momie, salami, ventilateur, cavalier, chevalier, signature, talon, tonneau, voilier, pissenlit, clarinette, canette…) Teachers will need to be selective and choose words which are appropriate for the oral language development of their students.

Age/Grade Level:

Because the program begins with development of auditory and visual attention, there will be application in Kindergarten. However, many of the activities include unfamiliar vocabulary for students in Kindergarten French Immersion and so the resource is predominantly suited to Grade One. Teachers will need to preteach/preselect vocabulary. Also, second language students may experience difficulty producing a French word that replaces a phoneme, or rhymes with a particular word, due to natural limits in vocabulary. This should be considered, and the use of pseudo words/nonsense words may help to develop phonological awareness skills when a student knows how to complete the task, but cannot produce a correct word. The resource is also useful for students experiencing difficulty.
Title: Si.la.bo - Le jeu pour apprendre à lire! (Éditions Fada)

Price: 24,95$

Description:
Card game for 2-4 players; 88 cards + instructions; 15 syllable families, 7 special cards. Syllable families are groups of cards that begin with the same letter, e.g. fa, fe, fi, fo, fu, fé is one syllable family, as is ca, co, cu. On each card there is a word containing the target sound/syllable, an illustration, the target syllable (e.g. va) and a list of all of the syllables in the family for reference.

Target Skills:
• identify phonemes and syllables orally and in print
• associate letters to phonemes/syllables
• isolate initial syllables in a word
• identify similar sounds
• develop vocabulary

Highlights
The game is played like “Fish”, with 5 cards per player and a “pioche” of cards to draw from if another player does not have a card from a syllable family. The player will ask “Dans la famille / l /, as-tu “la”?” When no cards remain, the player with the most families wins.

Variations on play will include the special cards Joker (a “wild” card); Stop (stop another player from taking a card); Voleur (allows player to steal 2 cards from another) and Rejoue (extra turn).

Students do not have to play with all the syllable families, as the teacher can limit the number of these as needed. It is suggested to start with the easiest cards M/N/R/F/S/CH/V/J. Cards can also be used for sorting activities.

Some of these words will be less familiar to young students in French Immersion (e.g. negative, nomade, navire, pépé, purée, Gustave, jars, réveil, volet, venire, série, tenaille, bolide, biche, belette, chérichute).

Age/Grade Level:
The resource would be useful in Grade One French Immersion.
**Publisher/Distributor**
CFORP  
435, rue Donald  
Ottawa, ON K1K 4X5  

**Product Number**
FRS-156-SE

**Title**
$Brille, la chenille - trousse de conscience phonologique$

**Price**
159,95$

**Comments**

**Description:**
Kit includes Teacher Guide; 34 11x17 posters (33 nursery rhymes, 1 song *Brille la chenille* – posters will need to be laminated); 36 illustrated words containing the target sounds in 3 formats (large, 11 x 17; medium, 2.75x4.25; small 2x2); 902 double-sided cards (words and illustrations – to be cut out and laminated) indicating location of target sound in a word; 3 games (*Dés sons* includes a board, and a cube to be assembled; *Maisons des sons* includes a game board and 15 game pieces to be cut out; *Casse-tête* includes a game board); 2 game books *Magie des mots* 1 et 2; activity sheets and answers.

**Target Skills:**
- rhyming
- phoneme identification (isolate and identify a phoneme in a word)
- blending phonemes
- segmenting phonemes
- vocabulary development and comprehension
- sound articulation
- auditory discrimination
- order
- segmenting a sentence in words, and a word in syllables/phonemes

**Highlights**
The kit is the result of a pilot project with teachers from CECLF (*Conseil des écoles catholiques du centre-est*), a school district in Ontario and the largest French language school system in the province. Feedback from teachers and speech pathologists from the pilot has been incorporated. 16 vowel sounds and 20 consonant sounds are presented to students in a specified order. All but three sounds have an accompanying nursery rhyme. There is a suggested grouping for some sounds for auditory discrimination purposes.
The song *Brille la chenille* is sung to the tune of *J’ai perdu le do* and has a verse for each of the target sounds for reinforcement. E.g.: *J’ai perdu le [i] derrière un igloo (bis)*

*Ah! Comme Brille est fière de moi. Tra-la-la (bis)*

Target sounds are introduced both orally and visually, as students are encouraged to listen and to look at the shape of the teacher’s mouth as well as their own in a mirror. The target sound is paired with its illustrated word (e.g. [a] in *avion*) and then in a short rhyme (*Attention! Attention! Amanda et papa s’en vont en avion visiter le Canada.*) Students identify the words that contain the target sound (either orally or using the nursery rhyme poster, according to students’ abilities). Vocabulary of the illustrated word cards reinforces the sound, as these are designed to include target sounds in beginning, middle and end positions, where possible. For example, the [a] sound list includes 30 words for the sound, 10 for each of the beginning, middle and end positions. Word cards can be used for various activities such as to categorize words or to put them in a sentence.

Principles of sound, syllable, word, sentence and order are presented using pictures. Tracking sheets, activity sheets, blackline masters and games further reinforce skills taught. The guide is very useful as it includes lists of words for each target sound, as well as lists of words with 2 or 3 sounds and complex syllable structures. Sentences for activities are supplied, as are answer keys.

**Age/Grade Level:**

The kit is written for francophone students of 4 and 5 years of age. There is also a short section on how to adapt activities for students experiencing difficulty, pairing reading with the oral activities in the kit.

Some of the vocabulary used may be challenging for second language students (e.g. *anneau, divan, ouragan, ourarde, ouvrier, ôter, auvent, ustensiles*, etc.), and will require the teacher to pre-select or pre-teach words for various activities. For French Immersion, this kit is recommended for Kindergarten and Grade One, as well as for students experiencing difficulty in the primary grades.
Publisher/Distributor: CFORP  
435, rue Donald  
Ottawa, ON K1K 4X5  

ISBN: 289442793Z

Product Number: FRR-278-SE

Title: *Du son à la phrase* - (non plastifié) – *Morpho-syntaxe*

Price: 125,00$  

**Comments**

**Description:**
Materials for four different activities are included in the kit: *Bingo-action*, *Pronominot*, *Fabrique-à-phrases*, *Où vont-ils*, and instructions.

**Target Skills:**
- form sentences orally using subject, verb, complement
- use of pronouns *Je, Tu, Il, Elle, ?* and *On.*
- use of prepositions *sur, sous, dans, devant, derrière, à côté de, entre*
- vocabulary development
- oral language development
- understand instructions given orally

**Highlights**

*Bingo-action:* 10 bingo cards with two rows of black and white drawings on each card. Students select a card and try to make a sentence based on the drawing, with a subject, verb and complement. The game ends when all students have completed their bingo cards. The game will require teacher intervention to ensure that the sentence is correct. Drawings are everyday activities (e.g. jumping rope, mailing a letter, etc.)

*Pronominot:* 36 cards, each illustrating a verb (many cards identical to previous activity) and one cube with the words *Je, Tu, Il, Elle, ?* and *On.* The goal is for the student to make a sentence using one of the pronouns matched with one of the verbs. A list of the 36 target verbs is included. If the student rolls “?” on the cube, they can choose the pronoun they use.

*Fabrique-à-phrases:* A small board for the student with three spaces: *Qui? Qui fait? Qui fait quoi?* which leads a student to create a sentence using the colour coded illustrated word cards. 87 word cards include 27 each of subject, verb and complement. The student chooses one card of each colour and then says the sentence that results. If the sentence does not make sense (e.g. *L’oiseau ferme de la confiture*), the student
will correct it. The task can be varied by providing one card only to the student, and having them create a sentence with it. Some of the images may be confusing (le livre shows a Dictionnaire; la femme shows a woman indicating a Canadian flag)

Où vont-ils ? : Students will learn to use sur, sous, dans, devant, derrière, à côté de, entre as they place objects on the scenes provided (le zoo, la ferme, la salle de classe, le parc) according to one of six different illustrations provided for each scene. The student must articulate to another student or adult the instruction, thereby using the target vocabulary and prepositions.

Age/Grade Level:

This kit is appropriate for Grade One French Immersion; students experiencing difficulty in early Grade Two may also benefit.
Description:
This kit includes two activities: Parle-Son and Bouts-de-mots, as described below.

Target Skills:
- identification of beginning, middle and end sounds in words (orally)
- vocabulary development
- articulation of target sounds

Highlights
Parle-son: includes two variations: Pêche-o-sons and Bing-o-sons. Note: there are 180 fish and 180 cards to cut out, and a fishing rod, magnets and paper clips are needed to assemble the game.

Pêche-o-sons: When the student “fishes”, s/he has to name the illustration. The teacher will determine if the student is correct, and will reinforce the sounds having the student watch her/his formulation of the word. Target sounds are organized by the colour of the cards/fish ([ch/j] = rose; [k/g] = blue, [r] = yellow, consonant blends = green; polysyllabic words = mauve.

For Bing-o-sons, students take turns choosing words, pronouncing them and placing them on the corresponding place on their bingo card. It is recommended that one sound at a time be introduced. The words and illustrations are written on the bingo cards, so there is no confusion with vocabulary. Target sounds may be at the beginning, middle or end of words. Most vocabulary used should be familiar.

Bouts-de-mots: 36 cards, each with three illustrations on the front and teacher instructions on the back; will need to be cut out. The student will need to choose among the three illustrations to respond to the question, e.g.: Parmi ces trois mots, lequel commence par [fur] (fourchette). Beginning, middle and end sounds are targeted. It is important that the teacher say the target sound and not the letter, e.g. [l] and not “l”.

EARLY FRENCH IMMERSION PHONOLOGICAL AWARENESS RESOURCES REVIEW 25
Vocabulary used may be identified by the teacher first, in order to ensure that students are familiar with the words.

**Age/Grade Level:**
This kit would be useful in Grade One French Immersion, but may also be used in Kindergarten or Grade Two based on student need.
Publisher/Distributor  
CFORP  
435, rue Donald  
Ottawa, ON  K1K 4X5  

ISBN  
289442793Z

Product Number  
FRR-279-SE

Title  
*Du son à la phrase* - (non plastifié) – *Vocabulaire*

Price  
125,00$

Comments  

Description:

Four activities are included in this kit: *Vocadino, Sonémot, Identimots, Cube-à-mots* (described below) with instructions for each.

Target Skills:

- Vocabulary development
- Phonological awareness pre-requisites (e.g. name objects within a category, riddles, definitions and finding similarities with words)
- Phoneme identification

Highlights

*Vocadino*: This is a board game including cube, dice, four game pieces, and cards in four categories which are colour coded: yellow (naming cards; e.g. name three colours); green (riddle cards); blue (“define the word” cards) and pink (among three words given, how can you find similarities). For children experiencing vocabulary difficulties, these are areas of need. Students with correct answers to their task can roll the die and move their game piece. The one who gets to the finish first wins.

*Sonémot*: 32 cards with instructions and 3 illustrations on each card. This activity requires the teacher to work with an individual student or small group. The teacher will need to review the vocabulary with the student. For each card, there is a task (e.g. Which of these images represents an animal containing the sound [k] like in *canne*?) Instructions are enhanced by images. The student must point to the correct illustration. The given images may respond to one of the conditions, but not both. Also, target sounds are initial sounds, but in one instance in the instructions the sound is used in final position as well.
Identimots: includes 8 game cards, 72 illustration cards (to be cut out), and 8 answer sheets. Builds on the previous activity. For each game card, a matrix is created with categories on the left (e.g. food, method of transportation, clothing) and the target sounds are across the top (e.g. [p], [v], [t]). As illustrations are selected, students will need to place them in the correct coordinate indicating both a category and a sound. The answer boards are useful to ensure that illustrations have been correctly identified.

Cube-à-mots: Activity includes 6 bingo cards, 66 action word cards, 96 object word cards, one cube with 6 pictogramme cards (Name a sound that you hear in the word; Make a sentence using the word; What does the word make you think of?) Students draw a card, name the word, roll the cube like a die. If their response to the question on the die is correct, the teacher will let them know and the student puts a marker on the word on his/her bingo card. The student who covers their card first wins.

Age/Grade Level:
This kit is recommended for Grades One and Two French Immersion.
**Publisher/Distributor**
Les Éditions Passe-Temps  
650, rue Graham-Bell, bureau 100  
Québec, QC  
G1N 4H5  
Téléphone : 1-877-687-9963  
Fax : 1-418-687-3937

**Product Number**
EPT-532

**Title**
*Mon coffre à outils - Conscience phonologique*

**Price**
229,00$  

**Comments**
**Description:**
Kit in a sturdy box. 11 different activities (described below). Each activity is organized in its own plastic holder. Cards are laminated, however many will need to be cut out.

**Target Skills:**
- Identify, locate, blend, delete and manipulate syllables
- Segment words into syllables
- Recognize initial syllables
- Compare word length
- Find small words in larger words
- Rhyme
- Recognize initial phonemes

**Highlights**
*La Machine à sons* : This activity is recommended to be used with all the other activities in the kit, as it offers visual support to students as they separate a word into syllables or phonemes. A poster with the “Sound machine” shows boxes for 1, 2, 3 and 4, intended to be used when counting the syllables/phonemes in a word. 23 identical smaller versions, along with 27 game pieces, allow students to do the same individually.

*Les mots magiques – Activité 1* : 51 cards (to be cut out) each showing an image (e.g. *jus, dos*). The student has to blend the two to make one word (*judo*). A list of answers is included. This requires the teacher to select the cards and show them to students. An alternate activity is to give students the end word and have them break it down. Some of the words may not be familiar to immersion students (e.g. *chat + loupe = chaloupe*) which will require vocabulary development.
**Le bingo du robot** : 20 bingo cards (4 sets of 5 identical colour coded cards) and 25 picture cards. This is a bingo game where the teacher uses a “robot voice” to separate the syllables. The students must blend the syllable to associate the correct word on their card. A suggested variation is for one or more students to call the game, or to have students pronounce the word orally after identifying it on their card. Since there are identical colour coded cards, a teacher will know the students experiencing difficulty after others with the same colour have bingo. Very few vocabulary words will be unfamiliar to students (aspirateur, épouvantail).

**Comptons les syllables** : Using the machine à sons with one, two, three, or four syllables indicated, students take a picture card and place it under the correct machine, according to the number of syllables in the word. Most vocabulary will be familiar, however some preteaching is required (macaroni, ventilateur, béquille, train picture = locomotive). A list of all the words used, sorted by number of syllables, is included.

**Qu’entends-tu ?** : 4 core illustrations (chat, lit, sous, rat); 20 picture cards (all to be cut out). The student chooses a card, pronounces the word represented by the picture, with focus on the first syllable. S/he then places the word under the illustration with the same first syllable. Vocabulary should be familiar, however some words may require pre-teaching (chaloupe, soucoupe volante, rasoir, limace).

**Rigolo le serpent** : 24 picture cards, 24 syllable cards, 2 snake heads and tails. The head of the snake is laid first, and the group tries to make the snake. The teacher calls out a syllable, and the student with a picture of something starting with that syllable will place their card and so on until the snake has been completed. Some words may require pre-teaching (toupie, fusée) however most should be familiar. (Late K early 1)

**Le petit mot caché** : 24 picture cards (to be cut out). Students take turns choosing a picture card, pronouncing the associated word, and trying to identify a smaller word they hear in the larger word. Some words may be difficult (amoureux, ampoule, chaloupe, parasol, ragout) and require preteaching, as well as identifying the smaller word in second language. (e.g. ambulance, automobile, etc.) Gr. 1

**Cherche et trouve la syllabe** : 36 colour coded picture cards (to be cut out) ; 6 for each syllable : la, ra, pi, rou, to, si. With the 6 separate piles, the teacher names a syllable, and the student must take a picture card representing a word that contains this syllable. The student pronounces the word, and must indicate where the syllable is located in the word, using the “machine à sons” (see above) and indicating “début, milieu, fin” (beginning, middle, end) of the word.
Variation: Combine the cards in one pile. A student chooses a card, and uses the “machine à sons” to identify the syllable at the end of the word. Some words may be difficult for use in Immersion (lavabo, salami, ventilateur, parasol, aspirateur, girouette, pirouette, roulotte, taureau, persil).

Jouons avec les syllabes: 36 colour coded picture cards; 29 small cachette cards and one large cachette card; 2 machine à sons (all to be cut out)
There are 3 different activities:

a) identify the first syllable of the word (there are three cards in a series with the same first syllable, e.g. Buchon, bouton, bouteille.

b) identify a common syllable within 3 words, e.g. Chocolat, lapin, salami.

c) delete a syllable in a word, e.g. Using a machine à sons as a visual, have a student choose a picture card, and pronounce the word, indicating the location of the syllables. The teacher places a cachette or “hide and seek” card on one of the squares on the machine à sons to indicate to the student which syllable to delete. The student must orally pronounce the word without the syllable indicated.

Some word cards may be difficult for Immersion students and may require pre-teaching (e.g. Bouchon, chalet, chaloupe, chevalier, moulin, piment, salami, taureau, pharmacie). Grade 1

Où est mon jumeau? : 24 colour coded picture cards with words ending in a, o, i, u; 28 picture cards with words ending in -on, -ette, -ou, -in, -elle, -é, -an. The green set of cards is easier than the yellow set. Use the cards to illustrate final syllables, using the machine à sons. Then give students cards and have them match their card with a classmate’s card that rhymes. Some vocabulary may need pre-teaching in French immersion (grue, revue) Kindergarten/Grade 1

Les sons de la locomotive: 24 picture cards; 24 phoneme cards; 4 train cards (all to be cut out) Students collectively create a « sound train ». The teacher uses the phoneme cards to call out phonemes one at a time, as students look at their cards to determine if they have the image which begins with that phoneme (e.g. [l] lune). Some vocabulary may require review/preteaching (e.g. antenne, usine). Grade 1; may be used in Grade 2 based on student need.

Age/Grade Level:
Kindergarten/Grade 1; some activities may also be useful in Grade 2 based on need, or with students experiencing difficulty.
Publisher/Distributor

Les Éditions Passe-Temps
650, rue Graham-Bell, bureau 100
Québec, QC   G1N 4H5
Téléphone : 1-877-687-9963   Fax : 1-418-687-3937

Product Number

EPT-131

Title

Le dragon à 5 têtes

Price

19.95$  

Comments

Description:
Game includes a game board, 45 cards illustrating words of 2, 3 or 4 phonemes, 6 “waking dragon” cards, a magic flute card and 3 game pieces: the cavalier on his horse, the princess, and the cavalier with the princess on the horse (all to be cut out). The teacher can vary the level of difficulty in the game.

Target Skills:
• segment words of varying lengths into phonemes
• identify the number of phonemes in a word
• vocabulary development

Highlights
Players choose a card and segment the word illustrated (e.g. p-ain). The student advances the cavalier up the bumps on the dragon’s back the same number as there are phonemes in the word. The goal is to reach the princess at the top of the tower, via the dragon’s back, before the 5 waking dragon cards are drawn. A magic flute card can cancel out one of the waking dragon cards.

The premise of this game is interesting and will motivate students. The words are also organized into their levels of difficulty.

Age/Grade Level:
The game would be useful in Grade One French Immersion, however it may also be applicable in Grade Two based on student needs.
Publisher/Distributor  
Les Éditions Passe-Temps  
650, rue Graham-Bell, bureau 100  
Québec, QC  
G1N 4H5  
Téléphone : 1-877-687-9963  
Fax : 1-418-687-3937

Product Number  
EPT-574

Title  
L’as des rimes

Price  
16,95$  

Comments  
Description:  
A card game for 2-4 students; 84 cards with colourful illustrations, and Chance cards.  

Target Skills:  
• identify syllables/phonemes in final position  
• match rhyming words  
• develop vocabulary  

Highlights  
Students must match rhyming words to be the first to get rid of their cards. Each card has two images (e.g. cerf-volant, assiette). The player must associate the images to their vocabulary, say the words out loud, and then the next student has to find an image among his/her cards that rhyme with one of the words given; if not, as in the card game “Fish”, s/he must choose another card. There is a “Chance” or wild card that can be used when a player is unable to lay a card. The game reinforces rhyming words as the student who makes a pair has to say out loud the words that rhyme. A list of all sounds/vocabulary words used is provided. Sounds include: -a, -age, -an, -é, -et, -on, -ou, -eau, -elle, -ette, -eu, -u, -ille, -in. A few difficult vocabulary words (e.g. hameçon, biberon, tuba (snorkel), maquillage, orage, batterie, anguille, salopette, trotinette, allumettes) may require pre-teaching, and teacher guidance will be required for students to learn the vocabulary and rules of the game.  

Age/Grade Level:  
The resource is recommended for Kindergarten and Grade 1 French Immersion, but may also be used in Grade 2 depending on student needs.
| Publisher/Distributor | Les Éditions Passe-Temps  
|                       | 650, rue Graham-Bell, bureau 100  
|                       | Québec, QC    G1N 4H5  
|                       | Téléphone : 1-877-687-9963   Fax : 1-418-687-3937 |
| Product Number | EPT-507 |
| Title | Jeu de rimes 1 (a-i-o-u) |
| Price | 14.95$ |
| Comments | **Description:**  
|           | 24 picture cards on a laminated board; will need to be cut out first. One laminated board per sound [a], [i], [o], [u]; each board has a “carte-réponse” which allows the activity to be self-directed. There are no printed words, except in the instructions on each board, so the activity is oral.  
|           | **Target Skills:**  
|           | • rhyme words ending in the sounds a-i-o-u  
|           | • vocabulary development  
|           | **Highlights**  
|           | The student must find and place the six picture cards which rhyme with the sound given on the board (e.g. ananas, fourmi, oiseau, laitue). Most vocabulary should be easily recognized in late Kindergarten/early Grade One, however a few images are ambiguous (e.g. jus, [u]) and may require pre-teaching.  
|           | **Age/Grade Level:**  
|           | The resource is recommended for Kindergarten and Grade 1 French Immersion, but may also be used in Grade 2 depending on student needs. |
Title: Jeu de rimes 2 (an-in-on-ou)

Price: 14,95$

Description:
24 picture cards on a laminated board; will need to be cut out first. One laminated board per sound an-in-on-ou; each board has a “carte-réponse” which allows the activity to be self-directed. There are no printed words, except in the instructions on each board, so the activity is oral.

Target Skills:
• rhyme words ending in the sounds an-in-on-ou
• vocabulary development

Highlights
The student must find and place the six picture cards which rhyme with the sound given on the board (e.g. éléphant, sapin, papillon et hibou). Most vocabulary should be easily recognized in late Kindergarten/early Grade One, however a few may require pre-teaching (pélican, bijoux).

Age/Grade Level:
The resource is recommended for Grade 1 French Immersion, but may also be used in Kindergarten and/or Grade 2 depending on student needs.
Publisher/Distributor: Les Éditions Passe-Temps
650, rue Graham-Bell, bureau 100
Québec, QC      G1N 4H5
Téléphone : 1-877-687-9963  Fax : 1-418-687-3937

Product Number: EPT-509

Title: *Jeu de rimes 3 (rimes variées)*

Price: 14,95$

Comments:
Description:
Kit composed of four boards. No printed words, except in the instructions on each board, so the activity is oral. Each board has a “carte-réponse” which allows the activity to be self-directed. The 12 picture cards come on a laminated board and will need to be cut out first.

Target Skills:
• rhyme words for a variety of sounds (–ate, -ise, -ette, -al, -or, -aise, -otte, -ille, -elle, -ail, -ard, -ouille)
• vocabulary development

Highlights
On each board there are two rows of three: the top row has an image in each block, and the bottom row is reserved for students to place an image card to create a rhyming pair. Most vocabulary should be easily recognized in late Kindergarten/early Grade One, however a few may require pre-teaching (salopette, moufette).

Age/Grade Level:
The resource is recommended for Grade 1 French Immersion, but may also be used in Kindergarten and/or Grade 2 depending on student needs.
Publisher/Distributor: Les Éditions Passe-Temps  
650, rue Graham-Bell, bureau 100  
Québec, QC G1N 4H5  
Téléphone : 1-877-687-9963 Fax : 1-418-687-3937

Product Number: EPT-510

Title: Ça ne rime pas

Price: 29,95$  

Comments:  
Description:  
8 laminated game boards, each with a “carte-réponse” which allows the activity to be self-directed. 44 “fireworks” cards on a laminated board need to be cut out first. These cards are tiny and will need to be stored with care.

Target Skills:
• identify words which rhyme/do not rhyme with a target word  
• vocabulary development  
• understand initial, middle and final syllables

Highlights:
Students must place a small “fireworks” card under the image(s) which does not rhyme with the target image. In some rows there are more than one “intruder” words which require a “fireworks” card. Some vocabulary may require pre-teaching (usine, jus) to ensure there is no confusion with the illustration. There are instances where the final sound that the student is listening for is contained in the word, and so this activity is slightly more difficult than matching the sounds, as the student must differentiate initial, median and final sounds. The differentiation between –i and –ille is also present. The concept of synonyms is introduced, as a car image may be “auto” or “voiture”, and to make it rhyme it will be “auto”. Most vocabulary should be easily recognized in Grade One, however a few less common words may require pre-teaching (salopette, moufette, concombre).

Age/Grade Level:
The resource is recommended for Grade 1 French Immersion, but may also be used in Kindergarten and/or Grade 2 depending on student needs.
**Publisher/Distributor**
Les Éditions Passe-Temps
650, rue Graham-Bell, bureau 100
Québec, QC      G1N 4H5
Téléphone : 1-877-687-9963   Fax : 1-418-687-3937

**Product Number**
EPT-139

**Title**
*Tout le monde à bord*

**Price**
22,95$

**Comments**

*Description:*
Kit composed of four boards. No printed words, except in the instructions on each board, so the activity is oral. Each board has a “carte-réponse” which allows the activity to be self-directed. The 12 picture cards come on a laminated board and will need to be cut out first.

*Target Skills:*
- identify initial phonemes
- associate words with the same initial phoneme
- vocabulary development

*Highlights*
Each player has one or two game boards. On each board, there is a picture of two animals and their suitcases. The animals have to pack their suitcases with things that start with the same sound as their name (e.g. *baleine* takes the *ballon*). Sounds, and not letters, are the focus (*jupe* would go with *giraffe*). The player who fills the suitcases first for his animals wins (3 cards per animal). There are also “storm” and “flight” cards built in to the game which may result in a missed flight or a delay; if the plane takes off before the suitcases are packed, the play must begin again as the animals have missed their flight. Circles on the image cards correspond to the number of syllables in a word, and a red dot in the first circle focuses attention on the initial sound. Instructions recommend that the cards with initial sounds that can be prolonged (*f, v, ch, j, r, l*) be used first, and then the more difficult “brief” phonemes (*p, b, t, d, k, g*) be used once these have been mastered. The “carte-réponse” is in words, not images, which requires the student to read the words. Most vocabulary should be easily recognized in late Grade One/Early Grade Two, however a few may require pre-teaching (*costume de bain, collier, fer à repasser, parasol, voilier, veston, rouge à lèvres*).

*Age/Grade Level:*
The resource is recommended for mid-late Grade 1 but may also be useful in Grade 2 depending on student needs.
Publisher/Distributor: Les Éditions Passe-Temps
650, rue Graham-Bell, bureau 100
Québec, QC  G1N 4H5
Téléphone : 1-877-687-9963  Fax : 1-418-687-3937

Product Number: EPT-143

Title: Les superhéros des sons

Price: 29,95$ 

Comments:

Description:
Game includes 1 game board, 1 « superpowers » spinner (to be assembled), 5 superhero game pieces (to be assembled) 10 victim cards, 90 picture cards which correspond to various word structures (e.g. CCV (consonant-consonant-vowel); CVC; CCV-CV; etc.); these cards to be cut out. Each word card is coded re level of difficulty, so the teacher may wish to vary the words used according to student needs.

Target Skills:
• segment words into phonemes
• vocabulary development

Highlights
The student must segment orally the word chosen (e.g. “t-r-ain”) into its respective sounds. With a correct answer, the student spins to find out his/her superpower, and then tries to save one of 10 victims in the town Phonoville, which is under attack by monsters. The game finishes when all the victims are saved; the player saving the most victims wins. A list of the words and their sound structures is included. Teachers can limit the vocabulary used by following the order of difficulty provided (i.e. one syllable/three phonemes/ CVC and CCV; two syllables/five phonemes CCV-CV and CVC-CV; or two syllables five phonemes/ CV-CCV and CV-CVC.)

Age/Grade Level:
This game is suitable for use in Grades One and Two French Immersion, depending on student need. There are some vocabulary words which students may find difficult (e.g. flamant, brebis, cordon, persil, cerceau, micro, nombril, metro, debris, gonfler).
Publisher/Distributor

Edu-Performance Canada
7900, Boul. Taschereau ouest, Suite A-207
Brossard, QC J4X 1C2
Téléphone : 1-450-466-7275 Fax : 1-450-466-4915

Product Number

n/a

Title


Price

99,00$

Comments

Description:

A computer program on CD-Rom designed by researchers and speech pathologists at the University of Montreal for francophones from 4-8 years of age who present with or without difficulties. The program goes beyond phonological awareness, as a few of the activities use letters with the sounds. Most activities are independent, however there are two activities which require the presence of an adult. Accounts can be set up for students (“Joueurs”) and for teachers (“Administrateurs”). Students can play each activity (listed below) in one of two modes (intervention or evaluation), and in one of two levels of difficulty (easy or difficult). If in evaluation mode, the program will create a teacher accessible report of student activity, which indicates the task(s) completed, date, time, level and result. In evaluation mode, the player is given no signal that they have made an error; in intervention mode, they will be prompted. All audio prompts can be repeated if the student requires it. The games uses nonsense words extensively, which focuses students on sounds versus vocabulary. Some activities in the final world will use words and may require preteaching; the student must match the letters to an audio prompt.

An email address and toll-free phone number are provided in case of difficulty. The program should work with Mac or PC platforms (Windows 98, 2K, Me, XP, Vista – Pentium III or +) and requires Flash Player 8. There is a password to set up the program, and the administrator must choose a separate password to set up player accounts for evaluation purposes. All instructions for playing are given orally.

Target Skills:

- produce, categorize and evaluate rimes
- produce and evaluate alliterations
- identify the initial phoneme
- blend, segment, invert and delete phonemes
- blend and segment syllables
- dictée (short words)
- letter-sound and sound-letter correspondence
• read nonsense words
• read words
• associate nonsense words in sound and print
• invert syllables
• delete syllables
• associate words in sound and print

Highlights
The “Didacticiel” section of the CD is a presentation for teachers in French which discusses phonological awareness and current research in the area. The presentation includes audio files, so it is a mini-professional development resource.

To play the Métapho game, students need to sign in and indicate mode (intervention or evaluation). They will be able to access the activities in one of two ways – visually with a representation of each of the four planets, or from a main menu with print. They choose a planet, and then an activity and level of difficulty. The activities are presented in a way that will be engaging for students, with extra-terrestrial characters and tasks to complete. Each planet has between four and six activities, as listed below:

**Planète Bulle**
1) Le hocquet – produce a nonsense word that ends in the same sound as the one given.
2) Les Bobols – categorize rhymes – identify the two nonsense words (among three) that end in the same sound.
3) Le bain moussant – evaluate rhymes – decide if the two nonsense words end with the same sound.
4) L’arbre à corde – produce alliterations – invent a nonsense word that begins with the same sound as the target word.
5) La porte secrète – identify the two nonsense words (among three) that begin with the same sound.
6) La flûte magique – evaluate alliterations – decide if two nonsense words begin with the same sound.

**Planète Grotte**
1) Le jardin – blend syllables – assemble syllables to create a nonsense word.
2) Les chauves souris – segment syllables – cut the nonsense words into syllables.
3) La mine – syllable inversion – invert the syllables in a nonsense word.
4) Les torches – delete a syllable from nonsense words.
Planète Glace
1) *La surface glacée* - identify initial phoneme in a nonsense-word heard.
2) *Le vaisseau spatial* – from two syllables, identify the one that blends the target phonemes.
3) *L’igloo* – segment phonemes by identifying them in a nonsense word and then putting them in order.
4) *La course à traîneau* – reverse first and last phonemes to create a new nonsense word, then match the nonsense word from two prompts given.
5) *Les trains* – delete the initial or final phoneme.

Planète volcan
1) *L’eruption volcanique* – assemble two or three letters to match the given prompt.
2) *Les deux volcans* – associate phonemes and letters.
3) *Les oiseaux* – read a nonsense word, and then choose among two prompts the sound that matches it.
4) *Le livre géant* – spell target words given in an oral prompt by choosing and sequencing the letters correctly.
5) *L’ascension* – match a printed nonsense word to an audio prompt by choosing between two printed nonsense words.

Age/Grade Level:
This resource is recommended for Grade One French Immersion. It may also be of use in Kindergarten or Grade Two, depending on student need. It is also recommended for students experiencing difficulty with phonological awareness or early reading. It should be noted that the auditory stimulus is matched with the printed letter on the screen in some of the activities. Because of the focus on nonsense or pseudo-words, vocabulary is not an issue for most of the activities, however students may need assistance understanding the oral instructions which are given in French.
Publisher/Distributor
Magie-Mots
151 chemin Duhamel
Pincourt, QC  J7V 4E1
Téléphone : 1-514-425-1822  Fax : 1-514-425-4924

ISBN
9782914513104

Title
La conscience phonologique : Test, éducation et rééducation
Editions Solal

Price
70,95$  

Comments

Description:
152-page teacher guide and 10 test booklets. The resource is made up of two parts: 1) Test de conscience phonologique, and 2) Éducation et Rééducation de la conscience phonologique.

The resource includes 10 copies of the Test de conscience phonologique booklet. It was tested with 98 francophone students in Marseille, in the equivalent of Grade One (CP - cours préparatoire) in a heterogeneous representative sample. The test was used at the beginning of the school year, and re-administered at the end with a reading test. The phonological awareness test is divided into three sections: 1) memory (repeating a rhythm, a sentence, a list of numbers); 2) segmenting words (in syllables and phonemes); and 3) developmental tasks (e.g. removing sounds from words, identifying or discriminating rhymes, etc.). For each task, there are two practice items to ensure that the student has correctly understood the instructions. It is important to note that age is not the focus, but stage of development.

The test should not be used with second language students; any adaptations should be used with caution. Some tasks will be challenging for immersion students, such as production of a rhyming word in French (e.g. student must produce a word that rhymes with moulin, tapis, roi) or replacing the first phoneme to create a word (e.g. riche, tasse, marine). As well, the two sentences to be repeated are 13 words long each, and although the vocabulary is not difficult (e.g. André a eu de belles vacances il est allé pêcher tous les jours; Pierre demande à son père de l’emmener voir les clowns au cirque) it is questionable whether the task is as appropriate for second language students at the beginning of Grade One. It will also be necessary to ensure that a student understands the difference between a syllable and a sound/phoneme. While the tasks are good, adaptation for second language learners seems appropriate and necessary.

For the reading test, there are three items: 1) a list of non-words or logatomes the student must read, which focus on rules for c, g and complex spellings (oin, ill, on, ou, ai, an, ien, ian, io, gn); 2) a list of
words to be read; and 3) a text to be read, followed by a retell. In the cases of 2 and 3, vocabulary used is beyond the Grade One level and would not be appropriate for formal testing of second language students.

Statistical analysis is included, however these are applicable to a small specific population (French CP students) and not to second language in French Immersion.

In the Éducation /Rééducation section of the resource, kinesthetic, visual and auditory modalities are incorporated to target the skills below. Psychomotor activities are seen as important links to understanding rhythm and sound.

**Target Skills:**
- rhythm, rhythmic structure of speech and intonation
- rhyme
- analyse and identify sounds
- discrimination of identical sounds
- variations of sound (e.g. sound versus silence, intensity, duration, timber, high/low, fast/slow)
- segmenting sounds

**Highlights:**

A wide variety of activities are presented. Lyrics for action songs, songs, nursery rhymes and rounds are included, as well as suggestions for fine motor, environmental and musical sound activities and games which incorporate body movement.

Rebus stories have pictures for some of the words, however the print is in script writing as this is a European publication. Also, some of the vocabulary may be challenging. A series of black and white drawings are used to review rhymes and words having the same initial/final phonemes, or to create new words (e.g. *pas + nid + queue = panique*).

Students are given lists of words and have to find the “intruder”. In *Les mots tordus*, a sentence is read in which one word has a phoneme that has been changed and students must identify the correct word. Syllable work includes suggestions for breaking words into syllables (tapping, imaginary scissors, categorizing words, adding or taking away a syllable, etc.). Black and white drawings are used to present the analogy of bells ringing for the number of syllables in words. A board game is included for “Jeu de l’ouie et d’aventure” in which teachers can adapt the vocabulary used. A wide variety of activities are suggested for work with phonemes (substituting, deleting, reversing or adding in various positions).
Age/Grade Level:

The ideas in the guide are sound and based in research; the songs and nursery rhymes are rich resources; the test activities are also good. However, this resource should be used with caution, understanding that the vocabulary in the test and in the resource is not chosen with the second language learner in mind. Therefore, teachers who use this resource for French Immersion will need to make considerable adaptations for the second language learner.

Also please note that some activities may be deemed culturally unsuitable for use with our students. Teachers should therefore discretion when selecting activities.
Publisher: Retz Editeurs

Distributor: Interforum Canada
1055, boulevard René Levesque Est
11e étage
Montréal, QC H2L 4S5

Title: Construire la conscience phonologique (DVD) (Collection des situations pour apprendre)

ISBN: 978-2725627236

Price: 34.95$ (CAD)

Description:
A teacher guide (55 pages) and DVD. The DVD includes 14 teaching sessions filmed in classrooms in France to demonstrate the 14 activities in the guide. Teaching activities are based on nursery rhymes/short poems/songs and phonological awareness activities which accompany these. The DVD is an excellent resource for teacher professional development. The resource is meant for PS/MS/GS in France (petite, moyenne et grande section) which equates to ages 3, 4, and 5 (school is not obligatory in France before age 6, but is accessible to all from ages 2 and up). It aligns with outcomes for France’s curriculum, which are outlined pages 6-7, and was field tested in a variety of urban and rural classrooms.

Target Skills:
- differentiate sounds
- identify phonemes and syllables in a word when pronounced orally (beginning, middle, end positions)
- rhyme (identify and produce)
- make the correspondence between a syllable/word/phrase and the written word
- associate sounds to letters
- learn short poems/nursery rhymes (which align with cultural and oral language outcomes)
- pronunciation
- distinguish like sounds (e.g. [p/b])
- develop an understanding of syntax
- vocabulary development
Highlights:
The guide is divided into three sections: 1) Introduction; 2) Using nursery rhymes to develop the French language; and 3) Learning situations. Following the general introduction, Section 2 explains the theoretical foundation as well as the alignment of the activities with French national curriculum. It also explains why the poems/nursery rhymes are chosen for different activities, methodology for teaching content (exploiting the musicality of the poems through repetition, speed, intensity, rhythm, etc.) and variations for different groups of students (PS/MS/GS).

In Section 3 Learning Situations, there are 14 different activities described (one activity for each of 14 phonological awareness outcomes in the French national curriculum). Each description has: a nursery rhyme/poem; the level at which it is taught and the outcome it meets (PS/MS/GS); plan for the activity; observations; evaluation; and follow-up. There are also teacher “tips” in the margins, as well as excerpts from the France curriculum guide. The fourteen activities are listed below:

1)  *Répéter ensemble pour mieux mémoriser* – recite together for memorization
2)  *Produire des sons pour mieux écouter* – producing sounds to enhance listening
3)  *Écouter pour mieux comprendre et pouvoir mémoriser* – listening for understanding and memorization
4)  *Préparer sa voix et son corps pour mieux prononcer* – preparing voice and body for improved pronunciation
5)  *Rythmer les mots pour repérer les syllabes, synchroniser le geste et la parole* – tapping the words to target syllables, synchronize actions and words
6)  *Jouer avec sa voix pour explorer l’univers sonore et mieux prononcer* – play with voice to explore sounds and improve pronunciation
7)  *Varier la diction à partir d’un codage* – vary diction based on coding
8)  *Développer des stratégies d’écoute* – develop listening strategies
9)  *Repérer la dernière syllabe d’un mot* – identify the final syllable in a word
10)  *Retrouver un mot à partir de syllabes mélangées* – make a word out of jumbled syllables
11)  *Entendre un phonème dans un mot* – hear a phoneme in a word
12) *Découvrir des fonctionnements de l’écrit* – develop an understanding of print

13) *Percevoir des syllabes dans leur succession* – hear syllables in order

14) *Produire un écrit à partir d’un texte connu* – produce a text from an example

The resource does not include any word cards or posters which the teacher may wish to create to do some of these activities. There are 10 different poems included in the teacher guide, which range from 4-10 lines (some poems are used in more than one activity).

**Age/Grade Level:**

This resource is suitable for use in Kindergarten and Grade One French Immersion. The information included in the guide regarding France’s national curriculum is not relevant to Newfoundland and Labrador curriculum. The DVD is an excellent source of professional development for teachers. There may be issues in playing the DVD on regular players or PCs due to regional codes, however the files are easily viewed on an Apple computer.
Publisher  Retz Editeurs

Distributor  Interforum Canada  
1055, boulevard René Levesque Est  
11e étage  
Montréal, QC   H2L 4S5

Title  *Conscience phonologique et compétences orthographiques au cycle 3*  (Collection des situations pour apprendre)

ISBN  978-2725626536

Price  59.95$  

Description:  
This is a teacher resource with blackline masters for students in *Cycle 3* in the Education system in France, which corresponds to Grades 4-6 in Newfoundland and Labrador. Theoretical foundation, evaluation/diagnostic dictées and answer sheets are included.

Target Skills:  
- mastery of 24 target sounds in reading/writing  
- auditory discrimination of 24 target sounds  
- produce a word with the target sound orally  
- visual discrimination  
- graphophonic correspondence  
- conjugation  
- homophones  
- categorize words (e.g. soft g, hard g)  
- complex spelling patterns/rules  
- reading strategies (meaning, syntax, letter-sound correspondence)  
- root words and morphology of words

Highlights:  
The author suggests that the student create a Cahier de sons in which all of the sheets can be glued and organized. There are *4 fiches* (sheets) for each of the 24 target sounds. There is some variation in the activities for each target sound, however most include the following:  
- finding the intruder (i.e. words that do not contain the target sound or come from the same root/word family – can be done orally with the teacher reading the words and students identifying when they hear the target sound);
• categorizing words that contain the sound according to spelling patterns
• rules specific to the sound
• filling in the missing words in sentences
• tongue twisters
• root words
• conjugation exercises
• finding the correct homophone
• forming words from smaller words, etc.
• dictée for the sound

A diagnostic dictée for the beginning of the school year is proposed and included, which includes the target sounds. The dictée is designed for francophones and should be used with caution in a second language context. The sounds therefore can be used in any order, however there is a note that [k], [g] and [s] should precede [j].

Extension activities are included, such as inventing a tongue twister, writing a poem using the target sound (formulations for four different kinds of poems are suggested). For the evaluation dictée, students must fill in the blanks, however variations for administration of the dictée are included based on the needs of the students.

The binding on the book is not strong, as the copy reviewed split with careful and limited use.

**Age/Grade Level:**

Teachers should be aware that the resource is for francophone audiences, and so there will be issues of vocabulary and possibly the length of sentences. The resource is very similar to traditional Spelling textbooks which have been used in the past. It may be useful for students who are experiencing difficulty with phonological awareness or spelling of the target sounds. It uses the phonetics symbols, i.e. [j] which may confuse some students. It would be best suited for use in Grades 5-6.
## Links

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