

B.E.A.R. Phonics Teacher Guide

Book 1 • The Listening Adventure



Sounds: /m/ • /ē/ (e, ee) • /s/ | Words: me • see • seem

A 5-day plan for ages 3–6 • Lessons take 15–20 minutes • Pairs with the Student
Workbook

Book 1 at a Glance

The story

Claudia and Mrs. Bear sit outside her school and listen. The ice cream truck arrives, and a happy hum — **/m/** — slips out with Claudia's first lick. The ice cream man gives her a small wooden tile, and she stretches its sound — **/ē/**. By the fence, a bicycle tire leaks air — **/s/**. Back on the steps, Claudia blends her three sounds and reads her very first words: **me**, **see**, and **seem**.

Children will...

- Hear and say **/m/**, **/ē/**, and **/s/**
- Match each sound to its letter(s): m, e / ee, s
- Blend 2–3 sounds to read **me**, **see**, **seem**
- Read 3 short sentences
- Retell the story in order (first, next, last)

Materials

The full supply list, prep checklist, and every printable you need are in this guide — see **Everything You Need** on the next page.

Words to know

curb — the edge of the sidewalk • **tile** — a small flat piece of wood • **pouch** — a small bag • **tire** — the round rubber part of a bike wheel

Words & sentences children can read

me • **see** • **seem** | See me. • See me! See me! • Me! Me! See me!

Everything You Need

Gather these before Day 1. Items marked **Printable** are at the back of this guide.

Item	How many	Used for	Where to get it / how to make it
The Listening Adventure (Book 1)	1 teacher copy	Read-aloud every day	Print copy, or the reading copy in the Teacher Portal (show on the TV)
Sound Wall Cards: /m/, /ē/, /s/	1 set	Hang on the sound wall; point to them every lesson	Print in color on cardstock, laminate
Student Workbook	1 per child	Daily workbook pages	Print pages 1–13 + the award
Letter Tiles: m, e, ee, s	1 set per 2 children	Building and blending words (Day 4)	Printable in this guide — cardstock, laminate, cut
Word Cards: me, see, seem	1 set	Flash reading and word building	Printable in this guide
Sentence Strips	1 set	Reading sentences together (Day 5)	Printable in this guide
Sound Picture Cards (18)	1 set	Mystery Bag, Sound Sort, Snake Slide	Printable in this guide — cut apart
“Listening pouch”	1	Holds tiles and mystery objects	Any small drawstring bag or pencil pouch
Mystery objects	6–8	Mystery Sound Bag center	Toy mouse, sock, key, spoon, small ball, toy car (or use the sound picture cards)
Hand mirrors	1 per table	Watching the mouth for /ē/ and /m/	Child-safe acrylic mirrors
Rope or jump rope	1	Snake Slide /s/ game	Lay on the floor as a “snake”
Ice cream cone craft	1 per child	/m/ craft center	Template in this guide, brown + colored paper, glue sticks, safety scissors
Crayons & primary pencils	1 per child	Workbook tracing and coloring	Classroom supply
Chart paper & markers	1 pad	Writing the sounds and words big	Classroom supply
Stickers	1 sheet	Rewards for reading words	Classroom supply
Good Listener Award	1 per child	Celebrate on Day 5	Last page of the workbook — print on cardstock

Getting Ready

Prep checklist (about 45 minutes, once)

- ☐ Print & laminate the Sound Wall Cards; hang at child eye level
- ☐ Print workbooks (1 per child)
- ☐ Print, laminate & cut letter tiles and word cards
- ☐ Cut apart the sound picture cards
- ☐ Fill the listening pouch and mystery bag
- ☐ Copy the ice cream craft template
- ☐ Send home the Family Letter
- ☐ Cue up the book on the portal / TV

Allergy note: if you add a real ice cream treat on Day 1, check every child's allergy list first.

Set up the Sound Wall

Hang the /m/, /ē/, and /s/ Sound Wall Cards at children's eye level in the order you teach them. Each new book adds new cards, so leave room to grow. Point to the card every time you say the sound.

Daily lesson box

Keep everything for the week in one bin: the book, wall-card copies, letter tiles, word cards, sentence strips, listening pouch, mystery objects, mirrors, and the rope. Then each lesson is grab-and-go.

Teaching the Sounds

Always say the **sound**, not the letter name (except for /ē/, which says its name). Keep sounds short and clean — say “mmm,” not “muh.”



Mouth: Lips stay closed; the sound hums through the nose.

Hand motion: Rub your tummy in a circle while humming “mmm,” like something yummy.

Story link: Claudia’s happy hum with her first lick of ice cream (p. 5).

Watch for: Adding a vowel (“muh”). Have children press lips together and feel the buzz.



Mouth: Mouth stretches wide in a smile; the sound is long and bright, like the letter’s name.

Hand motion: Pull both hands apart from your smile, stretching an invisible rubber band.

Story link: Claudia stretches the sound on her wooden tile (p. 8).

Watch for: Confusing with short e (/ĕ/ as in “bed”). Keep the smile big!



Mouth: Teeth close together; air slides out softly. No voice.

Hand motion: Slide one hand forward like a snake: “sss.”

Story link: The bicycle tire slowly losing air (p. 12).

Watch for: Saying /z/ (voice on). Put a hand on the throat — /s/ should not buzz.

Blending tip: “Stretchy blending” works best for these sounds — they can all be held. Say mmmēēē without stopping, then say it fast: me!

5-Day Lesson Plan

Each lesson: **Warm-up** 2–3 min • **Teach** 5 min • **Practice** 5–7 min • **Workbook** 5 min.

Day	Warm-up	Teach	Practice	Workbook	Quick check
Day 1 Read the story • /m/	Listening game: eyes closed, name 3 sounds you hear in the room.	Read the whole book aloud (see Read-Aloud Guide). Reread pp. 5–6. Teach /m/ with the tummy-rub motion. Show the letter m.	Mystery bag: pull objects; children hum /m/ for words that start with /m/ (mouse, map, moon).	Pages 1–3	Can each child say /m/ with lips closed?
Day 2 /ē/	Review /m/ with the motion. “Hum if it starts with /m/”: milk, sun, mittens.	Reread pp. 7–9. Teach /ē/ with the stretch motion. Show e and ee; explain both spell /ē/.	Smile mirror: children watch their mouths stretch for /ē/. Sort pictures: /ē/ or not.	Pages 4–5	Can children point to e and ee and say /ē/?
Day 3 /s/	Sound review: show m, e, ee — children say the sound and do the motion.	Reread pp. 11–13. Teach /s/ with the snake motion. Hand on throat: no buzz.	Snake slide: children slide their hand when they hear /s/ at the start of a word.	Pages 6–8	Can children tell /s/ from /m/ when you say a word?
Day 4 Blending: me • see • seem	Quick flash: m, e, ee, s — sound and motion.	Reread pp. 15–18. Use letter tiles: build m-e, touch each tile, then slide and say “me.” Repeat for see and seem.	Partners build words with tiles in the listening pouch and read them to each other.	Pages 9–10	Who can blend 2 sounds? 3 sounds?
Day 5 Sentences & retell	Read the three words on cards, faster each time.	Read the “Sentences I Can Read” page together. Model pointing to each word.	Retell the story with the pictures (first, next, last). Draw a favorite sound.	Pages 11–13 + award	Use the Assessment Checklist.

Short on time? Combine Days 1–3 into one “sound day” per sound, and use Day 4–5 as a single reading day.

Read-Aloud Guide

Before reading

Show the cover. Ask: *“What is an adventure? Can you go on an adventure just by listening?”*
Have children cup their ears and listen for 10 seconds.

During reading — stop and ask

p. 2	Claudia closes her eyes to listen. What can <i>you</i> hear right now?
p. 3	How did Claudia know the ice cream truck was coming before she saw it?
p. 5	Claudia hummed /m/. Let’s all hum it. Are your lips open or closed?
p. 8	What do you think the wooden tile is for? Let’s stretch its sound: /ē/.
p. 12	What made the /s/ sound? Can you make a sound like air leaving a tire?
p. 14	How many sounds has Claudia found so far? How does she feel?
pp. 16–18	Read the words together with Claudia: m-e ... me!
p. 19	Mrs. Bear says, “When we listen carefully, we become readers.” What does that mean?

After reading

- Which sound was your favorite? Show its hand motion.
- Where in our school could we go on a listening adventure?
- Turn to a partner and read one word Claudia read.

Centers & Extensions

Listening Walk

Walk the hallway or playground. Stop three times, close eyes, and name every sound you hear. Back inside, draw one sound.

Mystery Sound Bag

Fill the “listening pouch” with small objects (toy mouse, sock, key, spoon, toy sun). A child pulls one out; the group says its name and decides: /m/, /ē/, /s/, or none?

Ice Cream Cone /m/ Craft

Children glue paper “scoops” onto a cone. On each scoop, draw something that starts with /m/. Hum /m/ for each one.

Smile Mirror /ē/

With a hand mirror, children watch their mouths stretch into a smile for /ē/. Contrast with /m/ (lips closed).

Snake Slide /s/

Lay a rope “snake” on the floor. Say words; children hop onto the snake only when the word starts with /s/.

Word Builders

In pairs, use letter tiles (m, e, ee, s) to build me, see, and seem. Read them to a teacher for a sticker.

Assessment Checklist

✓ Got it

~ Almost there

– Not yet

Week of:

Child's name	Says /m/ correctly	Says /ē/ correctly	Says /s/ correctly	Matches m, e/ee, s to sounds	Blends me	Blends see / seem	Reads 3 sentences	Retells first- next-last

Check informally during Day 5 or any time that week. Anyone with a “–” gets an extra small-group turn before Book 2.

Workbook Page Index & Answer Key

Page	Activity	Skill	Day	Answers
1	Meet My Sounds	All 3 sounds	1	—
2	Trace /m/	Letter formation	1	—
3	Listen & Circle /m/	Initial sound	1	moon, mouse, milk, mittens
4	Trace /ē/	Letter formation (e, ee)	2	—
5	Listen & Color /ē/	Hearing /ē/	2	bee, tree, key, leaf
6	Trace /s/	Letter formation	3	—
7	Listen & Circle /s/	Initial sound	3	sun, sock, seal, snake
8	Sound Sort	Discriminating m / ē / s	3	map, mittens → /m/ · tree, key → /ē/ · sun, snake → /s/
9	Blend It! Read It!	Blending	4	—
10	Words I Can Read	Word reading fluency	4	—
11	Read the Sentences	Fluency	5	—
12	What Happened First?	Story sequence	5	1 ice cream truck · 2 wooden tile · 3 bicycle tire
13	My Favorite Sound	Expression	5	—

Pictures without the sound (for discussion): page 3 — sun, bee · page 5 — moon, sock · page 7 — monkey, key.

Differentiation

Extra support

- Focus on one sound per day; skip the Sound Sort until all three are secure.
- Use real objects instead of pictures.
- Blend with tiles physically touching, then slide them together.
- Accept pointing to the right picture instead of circling.

Right on track

- Follow the 5-day plan as written.
- Encourage children to “be the teacher” and show the hand motions.

Ready for more

- Find /m/, /ē/, and /s/ at the end of words (ham, bee, bus).
- Write me, see, seem from dictation.
- Make a new sentence with the word cards (“See me!”).
- Preview Book 2’s sounds.

Multilingual learners

- Pair every sound with its hand motion and mirror work.
- Use the story pictures to build vocabulary (truck, tile, tire, fence).
- Invite children to share a word from their home language that starts with the same sound.

Our Listening Adventure Begins!

Book 1 • The Listening Adventure

B.E.A.R. Phonics was created by Shanika “Mrs. Bear” Preston for children as young as age three, as a foundational component to a successful life of learning.



Dear Family,

This week your child joins Claudia and Mrs. Bear on a **listening adventure**! Outside the school, Claudia hears the ice cream truck, gets a special small wooden tile, and hears a bike tire losing air — and each moment teaches her a new sound. By Friday, she reads her very first words, and so will your child!

/m/



moon, mouse, milk

/ē/



bee, tree, key

/s/



sun, sock, snake

★ Words & sentences we'll read

me • see • seem

“See me!” • “Me! Me! See me!”

Our week

Mon — read the story, learn **/m/**

Tue — learn **/ē/** (e and ee)

Wed — learn **/s/**

Thu — blend sounds into words

Fri — read sentences & earn the Good Listener Award!



A page from our book: Claudia's happy “mmm!”

5-minute fun at home

- **Listening walk:** close your eyes outside — name 3 sounds.
- **Sound I Spy:** “I spy something that starts with *mmm...*”
- **Ice cream hum:** at snack, hum *mmm* together.
- **Snake hunt:** find things that start with *sss* (sock, soap, spoon).
- **Smile stretch:** say *ēēē* with a big smile in the mirror.
- **Be the reader:** ask your child to read **me, see, seem** — and cheer!

Say it right

Keep sounds short and clean: say “**mmm**,” not “muh,” and “**sss**,” not “suh.” The **/ē/** says its name.

Ask about the story

What sound did Claudia make with her ice cream? What made the snake sound?

Thank you for joining our listening adventure! ♥

Teacher: _____

≈ My child read **me • see • seem** to me!

Child: _____ Grown-up: _____

Printable: Letter Tiles

Print on cardstock, laminate, and cut on the dashed lines. One set of four per pair of children. ✂



Printable: Word Cards & Sentence Strips

Cut apart. Use the word cards for flash reading and the strips on Day 5.

me

see

seem

See me.

See me! See me!

Me! Me! See me!

Printable: Sound Picture Cards

Cut apart. Use them for the Mystery Bag, Sound Sort, and Snake Slide games.



moon



mouse



milk



mittens



map



monkey



bee



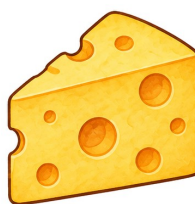
tree



key



leaf



cheese



feet



sun



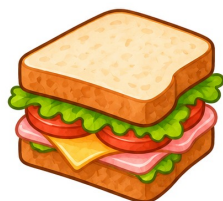
sock



seal



snake



sandwich



soap

Printable: Ice Cream Cone Craft

Copy on colored paper (scoops) and brown paper (cone). Children draw an /m/ picture on each scoop, then glue the scoops on the cone.

