

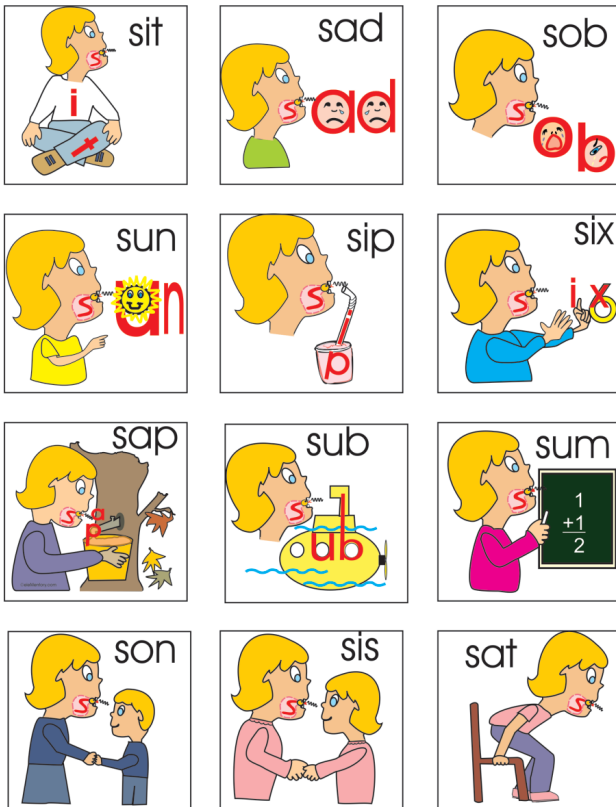
Articulation Literacy Manual

Addressing the oral and written phonological needs of students with speech sound disorders

Letter-Word Articulation

Articulation Phonics Worksheets

/s/-initial short vowel words



Phoneme R initial- 3

CVC one syllable



Raw
Rack
Ribs
Rot
Raft

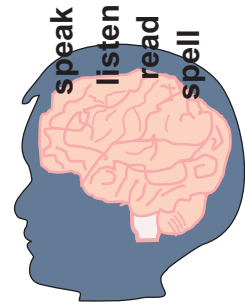
The raw rack of ribs rot in the raft.



Jan Norris

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Why Articulation Literacy?



Children with articulation disorders are at-risk for reading and spelling delays and disabilities.

- Speech sound maturity at 3 years predicts decoding ability at 10 years (Durand et al.)
- Speech sound maturity and language at 3 years predicts oral reading fluency (Durand)
- **25%** of those identified with articulation only deficits had a comorbid reading disability in first grade (Grosse et al., 2012)
- **66%** with both speech and language impairment had a reading disability (Grosse)
- Children with speech sound disorder in kindergarten have reading delays in 1st and 2nd grade (Overby et al., 2012)
- Children with early speech sound disorders are at-risk for general academic difficulty including reading, writing, spelling, math (Conti-Ramsden et al., 2001)
- **50% - 70%** persist through grade 12 (Conti-Ramsden et al., 2001)
- Several studies show children with learning disabilities have deficits in phonological and language skills (Catts et al., 2006; Lewis, 1996; Rvachew, 2007; Smith et al., 2006)
- Specific language disorders and speech sound disorders co-occur from **35%-60%** of cases in various studies (Bird et al., 1995; Lewis, 1996; 2000; Rvachew, 2007)
- **23%** of students with speech and language delays do not graduate from high school
- Of children with language-learning disabilities, **24%** have a history of artic errors
- Children with a history of speech sound disorders are at-risk for spelling (Clarke, 1995)
- These studies suggest an underlying phonological processing deficit may cause both the articulation and reading/spelling code deficits
- Affects phonemic awareness, decoding words, and encoding (spelling) (Bird, 1995)
 - problems with phonological processing
 - particular difficulty with phonemic awareness

Bird, J., Bishop, D. V. M., & Freeman, N. H. (1995). Phonological awareness and literacy development in children with expressive phonological impairments. *Journal of Speech, Language, and Hearing Research*, 38, 446–462.

Catts, H., and Kamhi, A. (2005). *Language and reading disabilities*, 54, 422-428.

V. N. Durand, V.N., Loe, I. M., Yeatman, J.D. & Feldman, H.M. (2013). Effects of early language, speech, and cognition on later reading: a mediation analysis. *Front. Psychol.*, 03 September 2013 | doi: 10.3389/fpsyg.2013.00586

Clarke-Klein, Susan, and Barbara Williams Hodson (1995). A Phonologically Based Analysis of Misspellings by Third Graders With Disordered-Phonology Histories. *Journal of Speech and Hearing Research*, Volume 38, 839-849, August 1995

Conti-Ramsden G, Botting N, Faragher B (2001). Psycholinguistic markers for specific language impairment (SLI) *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 42:741–748.

Gosse, C.S., Hoffman, L.M., & Invernizzi, M.A. (2009). Overlap in Speech-Language and Reading Services for Kindergartners and First Graders. *Language, Speech, and Hearing Services in Schools* Vol.43 66-80.

Hoffman, P., & Norris, J. (1989). On the nature of phonological development: Evidence from normal children's spelling errors. *Journal of Speech and Hearing Research*, 32, 787-794.

Leitao, S., & Fletcher, J. (2004). Literacy outcomes for students with speech impairment: Long-term follow-up. *International Journal of Language and Communication Disorders*, 39, 245–256.

Lewis, B. A. (1996, November). The comorbidity of phonology and reading disorders. Paper presented at the Annual Convention of the American Speech and Hearing Association, Atlanta, GA.

Lewis, Freebairn, & Taylor (2000). Academic outcomes in children with histories of speech sound disorders. *Journal of Communication Disorders*, Volume 33, Pages 11–30.

Rvachew, S. (2007). Phonological Processing and Reading in Children With Speech Sound Disorders. *American Journal of Speech-Language Pathology*, Vol.16 260-270.

Smith, Pennington, Broada, Shriberg (2005). Linkage of speech sound disorder to reading disability loci. *Journal of Child Psychology and Psychiatry*, Volume 46, Issue 10, pages 1057–1066.

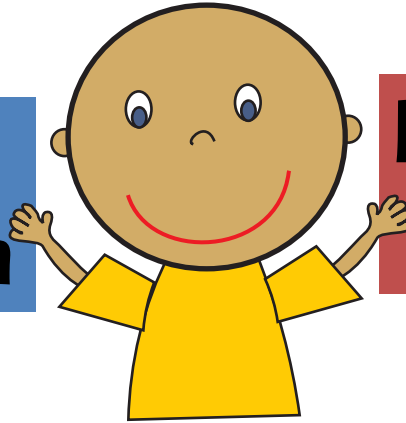
Working Smarter

- ✎ Decoding, spelling and articulation all have their roots in phonology
- ✎ All 3 require awareness of phonemes (phonological awareness), and their position within and across syllables (orthographic and morphological awareness)¹
- ✎ Children who have difficulty acquiring phonology in one modality (oral language/speech) are at-risk for acquiring phonological skills in a different modality (reading and spelling).
- ✎ Goals in both modalities can be met by working *differently* and working smarter
- ✎ These plans represent an example of how a both speech and phonics can be addressed simultaneously in the same activity
- ✎ By alternating between responses focused on sound production and responses addressing sounds within written syllable patterns, students can improve reading scores while they improve their speech
- ✎ The print from written words and sentences provides a visual cue prompting the child to remember to produce the target sound whenever the associated letter is seen
- ✎ The visual cues provided by Phonic Faces associate letters with the related articulators
- ✎ The visual cues provided by Phonic Faces enable readers to sound out words even if their phonemic awareness skills and/or phonic skills are limited
- ✎ The phonic stories associated with Phonic Faces help children to quickly recognize a syllable pattern and to decode and spell words using that pattern
- ✎ Working in this manner, the SLP is addressing the academic needs of the students served while simultaneously meeting IEP goals
- ✎ The plans are simple and manualized, so that the SLP can teach others to help children to monitor their speech while reading and spelling.

¹Berninger, V.W., Abbott, R.D., Nagy, W., & Carlisle, J. (2010). Writing and reading: Growth in Phonological, Orthographic, and Morphological Awareness in Grades 1 to 6. *Journal of Psycholinguistic Research*, 39, 141-163. doi.org/10.1007/s10936-009-9130-6

Speech-Language Pathologists can address both simultaneously with a little knowledge of phonics, including the basic syllable patterns

**Speech/
Articulation**



**Reading/
Spelling**

Closed Syllable (short vowel) "dog" "cat" "big" "beg" "bug"

A closed syllable is one in which a single vowel is closed in by a consonant on both sides. The vowel is usually short (unless the silent e rule pertains).

Open Syllable (long vowel) "he" "hi" "go"

An open syllable is one in which a single vowel is the final letter of a syllable. The vowel is usually long although there are frequent exceptions to this rule.

Silent e (long vowel) "date" "Pete" "pipe" "pope" "rude"

When a syllable ends in a consonant followed by a silent e, the vowel preceding the consonant is usually long.

Vowel Digraphs (long vowel) "sail" "peak" "boat" "suit"

When 2 vowels occur next to each other within a syllable, they make one sound. These often are vowel digraphs or long vowel sounds.

Consonant-l-e "lit/tle" "bub/ble" "ma/ple" "gig/gle"

The letter "e" within a consonant + le syllable structure is usually a silent "dummy" vowel that serves as the required vowel for that syllable.

R-Controlled Syllable "bar" "her" "fir" "for" "fur" "fair" "fear"

When a vowel is followed by letter "r," the sound of the vowel is controlled by the r-sound. If the vowel is a digraph, the long vowel is controlled by the "r."

Vowel Diphthongs "down" "boil" "boy" "fawn" "new" "book"

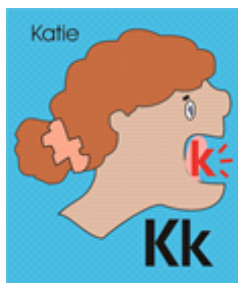
Some 2 vowel combinations (including "y" and "w" as vowels) represent unique phonemes (as opposed to digraphs that signal long vowels).

Phonic Faces can be used to show the phonics pattern and to also cue the target speech production

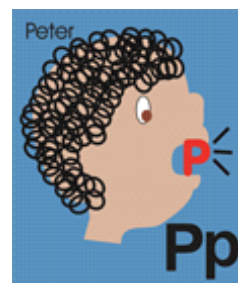
Using Phonic Faces

The Phonic Faces alphabet is designed to make this learning easy by associating the shapes of alphabetic letters with speech sound production cues. Each phoneme, including the 15 vowels of English, is represented by a unique face. By imitating the speech production cues shown in the faces, the associated sound is produced. This approach integrates the visual attributes of the letters with the auditory features and kinesthetic production cues of the related sound. This multisensory approach helps children with a variety of learning needs and styles.

The consonants in the alphabet are the “kids.” For example, the first figure below shows the Phonic Face Katie producing the /k/ sound.



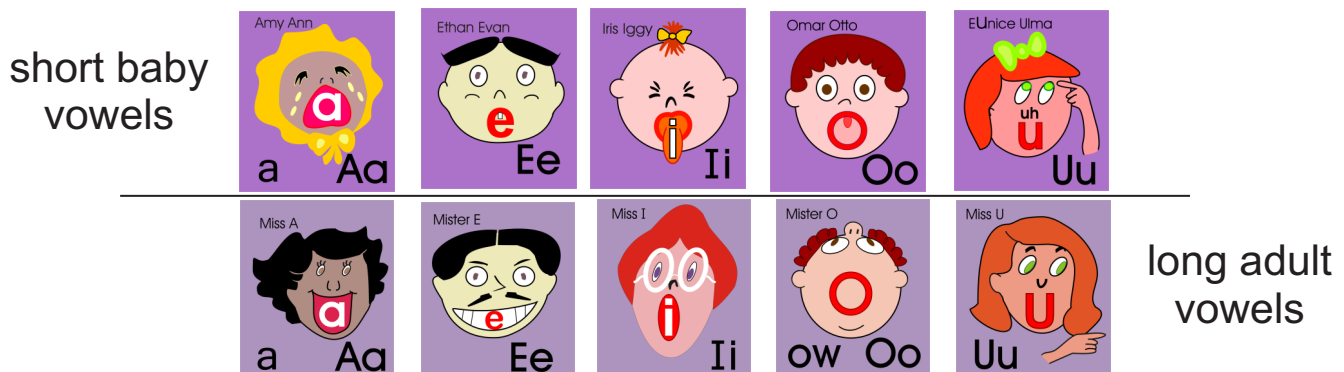
Katie's tongue producing the /k/ sound



Peter's top lip popping the /p/ sound

The vertical line of the letter “k” looks like the tongue stopping the air at the back of the mouth while the oblique lines look like the explosion of air that occurs when the /k/ sound is produced. The letter “p” is shown as the vertical line stopping the air while the curved line is the top lip popping the air.

Each sound of English has its own Phonic Face, including long and short vowels and consonant and vowel diphthongs. For example, the short vowel “a” is shown as the baby's open mouth crying /æ/, while the long “a” vowel is represented as the open happy mouth saying /ɑ/ as in “yea!” or “good day.” The baby and adult pair shows the relationship between the two sounds but clearly differentiates them as unique sounds.



SYLLABLES

Every syllable has 1 vowel sound. Syllables are divided and sounded out according to these basic syllable patterns. Making children aware of these patterns (orthographic awareness) improves reading and spelling (Berninger, V.W., Abbott, R.D., Nagy, W., & Carlisle, J. (2010).

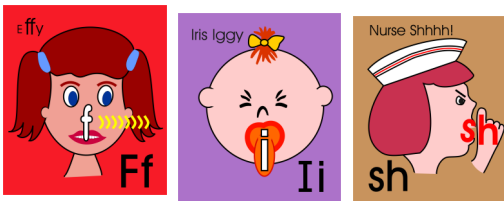
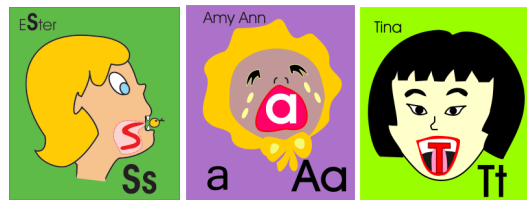
STEP 3: TEACH THE SYLLABLE PATTERN

Short Vowel Pattern

If a single vowel is between consonants (CVC) the vowel is usually *short*

Phonic Faces Story: The short vowels are babies (short vowels have dark purple backgrounds). As long as there are kids (consonants) to watch the baby, the baby stays and makes his/her sound.

Short vowels

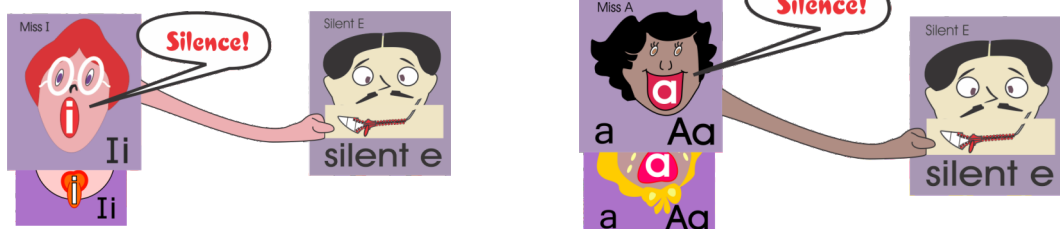


Silent e Pattern

If a vowel is between consonants but the syllable ends with an "e" (CVCe), the "e" is silent but the internal vowel is *long*

Phonic Faces Story: Mr. E does not like babies - they cry, spit up carrots, and make noises. He fusses at the babies, so the adult (long vowel) enters, makes his/her sound and silences Mr. E!

Silent e



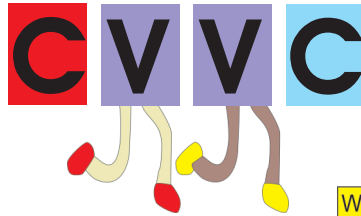
SYLLABLE PATTERNS continued

Double Vowel Pattern

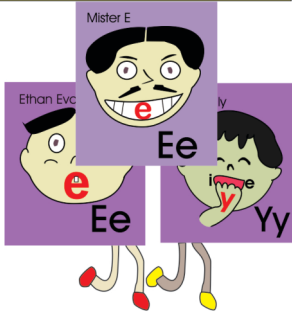
If two vowels are between consonants (CVVC) the vowel is usually *long*.

Phonic Faces Story: It is very dangerous to leave two babies alone. They could run away and get hurt. When two babies try to go walking, the adult of the first baby takes over and makes his/her sound.

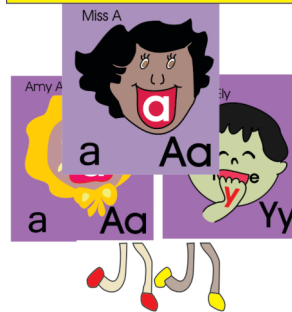
Double vowels



When 2 babies go walking,
the grown-up does the talking



When 2 babies go walking,
the grown-up does the talking

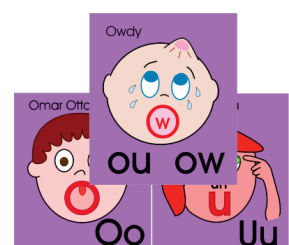
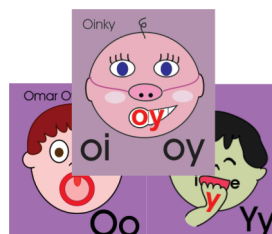
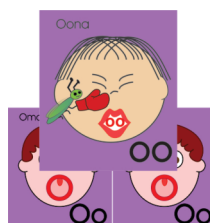
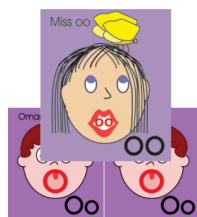


Vowel Diphthong Pattern

diphthongs are special cases of double vowels because they make a unique blended vowel sound (au, oi, oy, ou, ow, oo)

Phonic Faces Story: Each vowel diphthong has its own unique face. Children should be encouraged to identify them as a unit for reading and spelling.

Diphthong vowels



Consonant + le Syllable Pattern

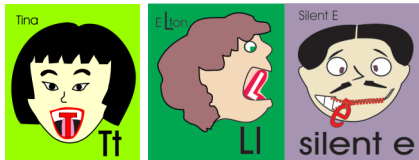
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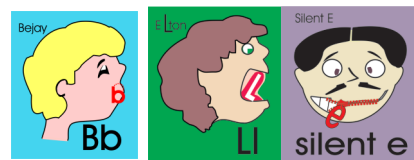
Consonant + l + silent e



lit



ta

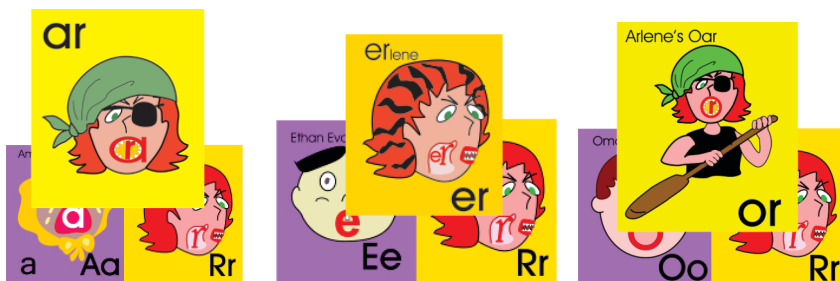


r-Controlled Vowel Pattern

The r controls all vowels immediately preceding it. Single vowels make the sounds “or” “ar” “er.” If double vowels or vowel diphthongs precede the r, the phonic rules apply but then the vowel is r-colored.

Phonic Faces Story: Each single r-vowel has its own unique short vowel face. When silent e or double vowels are present, the vowel is usually long.

R-colored vowels

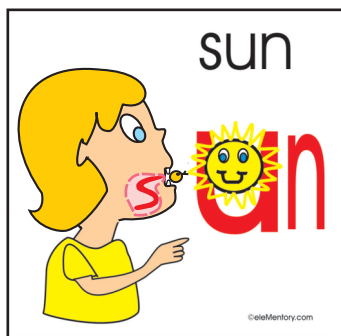


short vowels + r



long vowel + r

Articulation can be learned in the context
of written words and sentences that
support learning to read

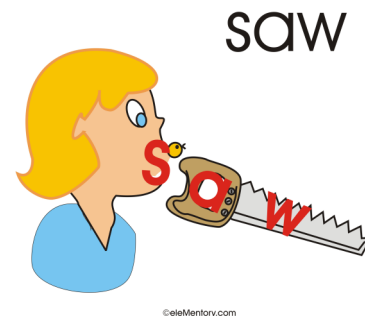
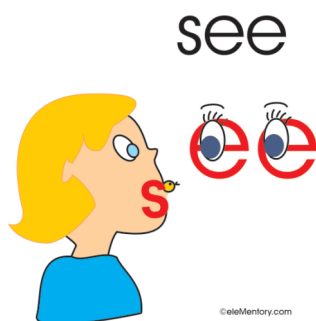


Program 1

MorphoPhonic Faces

Articulation-Reading

Practice Words



Jan Norris

Articulation-Reading Worksheets

Table of Contents

/b/ initial
/b/ initial long vowel
/b/ initial 2-3 syllable
/br/ blends
/b/ initial digraph/diphthong

/d/ initial short vowel
/d/ initial words

/f/ initial short vowel
/f/ blends
/f/ initial long, digraph/diphthong

/g/ initial short vowel
/g/ initial long vowel, digraph

/k/ initial
/k/ initial "c" short vowel
/k/ initial "c"

/l/ initial short vowel
/l/ initial long vowel
/l/ initial syllables
/l/ blends
/l/ final

/m/ initial short vowel
/m/ initial long vowel
/m/ initial diphthong +r

/n/ initial short and long vowel

/p/ initial short vowel
/p/ initial long vowel
/p/ initial short vowel 2-3 syllable
/p/ initial words + r

/r/ initial short vowel
/r/ initial long vowel
/r/ blends
/r/ final

/s/ initial short vowel
/s/ initial long vowel
/s/ initial vowel "a" variations
/s/ initial vowel "o" variations
/s/ sk sl initial blends
/s/ st initial blends
/s/ sm sn initial blends
/s/ sp initial blends
/s/ sw and other initial blends
/s/ medial words
/s/ final
/s/ final plurals

/t/ initial short vowel
/t/ initial long vowel
/t/ initial

/v/ initial

/w/ initial short vowel
/w/ long vowel + al
/w/ /wh/ initial words

ch initial
ch final

sh initial
sh final

th unvoiced initial
th voiced initial
th unvoiced final
th medial

Letter-Word Articulation Worksheets

MorphoPhonic Faces

MorphoPhonic Faces are words depicted to overlap speech production cues, meaning, and letters. They provide multiple cuing systems to show how letters represent phonemes and words. Research further show that when letters are embedded meaningfully within pictured text, sight words are learned because the picture and letters overlap in visual memory. However, a word written on the same card but independent of the picture does not result in sight word learning since the eye sees them as separate objects.

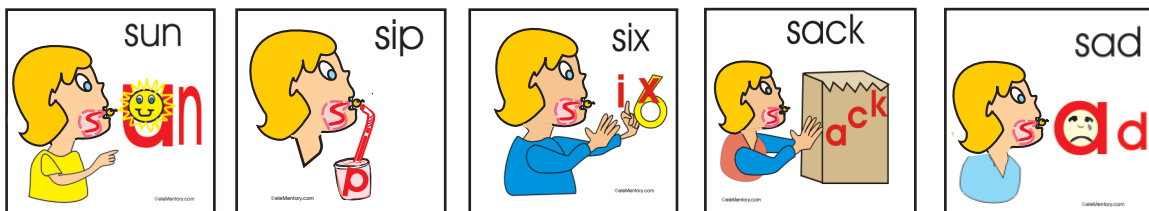
The Phonic Face cues the first sound



The meaning is incorporated into remaining letters

The sound cue and the meaning cues can be recalled as an image in memory that can be retrieved for speech production (articulation), reading (sight word), or spelling.

MorphoPhonic Face cards can be used like other articulation cards to practice speech production. The Phonic Face cues the correct articulatory production, and within a short time any printed letter “s” reminds the child to produce the sound correctly. The Letter-Word Articulation Worksheets are comprised of MorphoPhonic Face words where in addition, the words on a page fit a phonic pattern, such as short vowel (closed syllable) words. Thus, the words on the page can be addressed in levels of speech and reading.



Blischak, D. M. & McDaniel, M. A. (1995). Effects of picture size and placement on memory for written words. *Journal of Speech and Hearing Research*, 38, 1356-1362.

Harzem, P., Lee, I., & Miles, T. R. (1976). The effects of pictures on learning to read. *British Journal of Educational Psychology*, 46, 318–322.

Powell, R., Hartfield, L., Hoffman, P. R., Norris, J. A. (2007). MorphoPhonic Faces Intervention for Sight Words Reading of At-Risk Students. Poster session presented at the American Speech-language-Hearing Association national convention, Boston, MA, November 16.

Van der Bijl, C., Alant, E., & Tönsing, K. (2002) The effect of picture size and placement on the memory of written words by children with little or no preliteracy skills), *South African Journal of Education* 22 (1), 40–46.

Williams, A. (2013). The effects of MorphoPhonic Faces as a method for teaching sight words (master's thesis). Retrieved from Louisiana State University electronic thesis & dissertation collection.

Wu, H. M., & Solman, R. T. (1993). Effective use of pictures as extra stimulus prompts. *British Journal of Educational Psychology*, 63, 144–160.

Levels of Speech and Reading

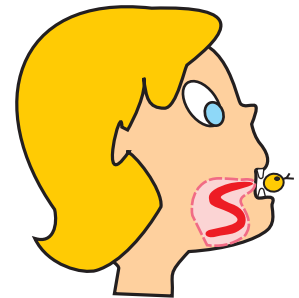
Level 1 - Associate picture with word

- Alternately point to the printed word and the picture word, saying "This word says 'sad' and this picture word says 'sad'"
- Point to the Phonic Face. "The word "sad" begins with letter 's.' The 's' looks like a snake in her mouth and makes the /sss/ sound. The letter 'a' looks like a face of a very sad person. The word ends with letter 'd.'
- "Listen while I read the word." Point to the letters on the picture word from Left to Right: /s/ /a/ /d/, "sad." The letter 'a' looks sad, the word is 'sad.' What does the word say? (if child does not respond, repeat the model)
- Point to the printed word. "What does this word say?" if the child does not know, point to the picture word. "They say the same thing." Alternately point to the printed and pictured letters. "This says s-a-d and this says s-a-d. They both say 'sad.'" Point to the printed word and ask the child to read it. "Imagine the sad face on the letter 'a.'



Level 2 - Learn to associate speech production with Phonic Faces

- Once the child can say the word in response to the print, talk about speech production. The letters are placed in the mouth to approximate tongue, lip, manner and voicing cues. For example, the top of an "s" roughly approximates the tongue tip elevation near the alveolar ridge while the body of the "s" represents the overall shape of the tongue.
- Point to the letter "s" and produce the target sound. Ask the child to make the /s/ sound. Provide feedback on any cues that the child is not producing, such as the sound not produced behind the teeth or produced as a stop rather than a continuant.
- Model producing the word from the picture, using the Phonic Face to prompt the target sound (in initial, medial or final position depending on the target)
- Have the child produce the word and provide corrective feedback as needed.
- Point to the printed word and ask the child to produce the word, referring to the pictured word as needed, and providing corrective feedback as appropriate.
- After several words are practiced, have the child read the series of words while maintaining correct speech productions. Provide models and corrective feedback as needed.
- Repeat until the child can read the entire page of words while maintaining correct articulation.
- Ask the child to use two words from the page to create a real or silly oral sentence while maintaining the correct articulation for both words. Use the picture or written word cues as needed.

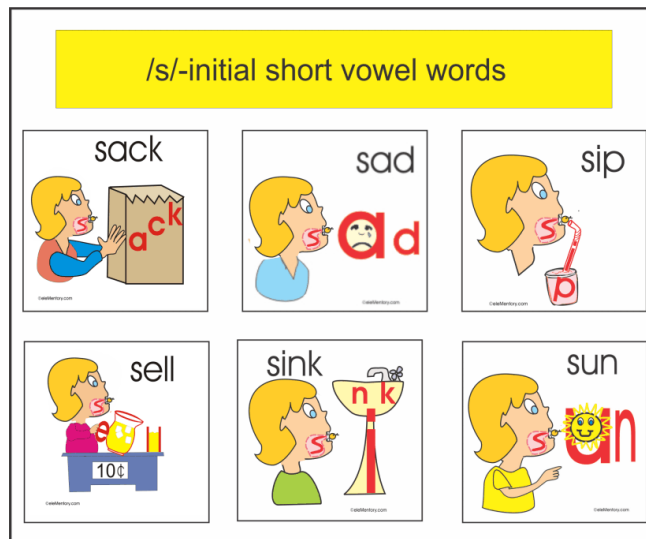


**phonological
awareness**

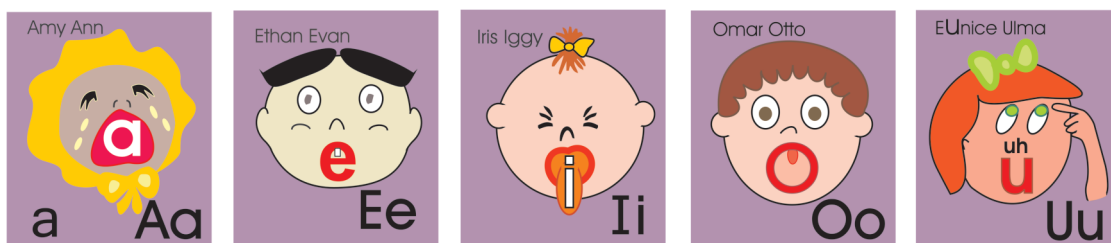
**grapheme
awareness**

Level 3a - Learn phonic patterns or rules (decoding)

- In addition to teaching a target sound, the concept of a word, and written sight words, the worksheets also can be used to teach a phonic pattern, such as short or long vowel syllable shapes.
- The top of the page indicates the phonic pattern that will be explored. The words that follow are examples of those that follow a regular spelling pattern for that vowel sound, along with an occasional irregular spelling.



- In the example above, each of the words has a single vowel between consonants, or the short vowel (closed syllable) rule. In the above examples, these include CVC and CVCC words.
- Ask the child to identify the vowel in the first word. If the child can't identify the vowel, practice the phrase "a-e-i-o-u and sometimes y or w." If you know the manual sign alphabet, sign this along with saying the phrase provides a multisensory memory that children enjoy learning.
- Ask the children what sound each short vowel says. If the child does not know the short vowel sounds, the Phonic Faces alphabet (available at elementary.com) provides a great tool for learning them.



Baby "a" cries "aaah"

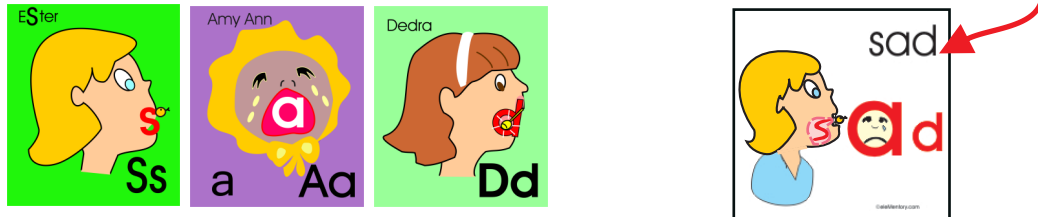
Baby "e" gets his first tooth and says "eh"

Baby "i" hates carrots and says "iiii"

Baby "o" gets his throat tested: say "ah"

Baby "u" think hard and says "uh"

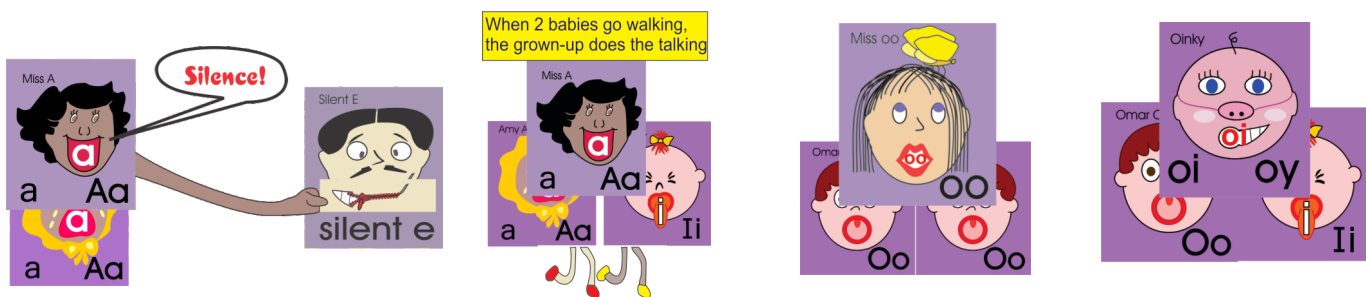
- Show the child that the vowel is between consonants. If the child doesn't have the concept of consonants, Phonic Faces easily show this. In the Phonic Faces alphabet, the consonants are kids who are old enough to take care of the baby, so it is safe for the baby to stay and make his/her sound. If the child knows vowel and consonant sounds, then show the pattern in the written words on the upper right-hand corner.



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- If the child knows vowel and consonant sounds, then show the pattern in the written words on the upper right-hand corner.
- Model "sounding out" the word for the child: /s/ /a/ /d/, and first making each sound distinctly and then prolonging each sound as it blends into the next sound /sssaaad/.
- Ask the child to tell the word that was heard. If the child doesn't know, then associate the word with the picture or a picture choice ("Did you say 'sip' or 'sad'").
- Repeat this process for each successive word, reducing your prompts as the child begins to learn the pattern.

Level 3b - Learn to decode syllable patterns (orthographic and morphological awareness)

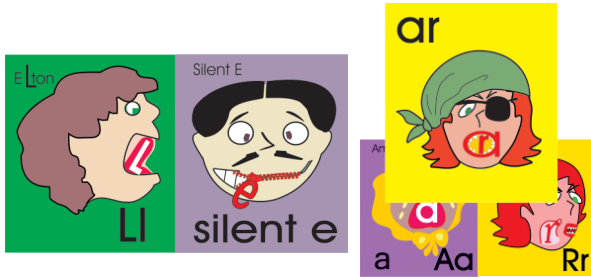
- Examine words with patterns such as silent e or 2 vowels go walking. Both of these patterns most often change the vowels from their short vowel Baby sounds, to long Adult vowel sounds.



Silent e long vowel pattern 2-vowel = long vowel 2 letters = digraph 2 vowel = diphthong

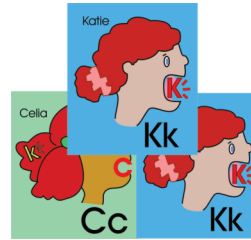
- However, because we only have 26 letters to code the 44 phonemes of English, we use double vowels for many patterns. Some vowel pairs do fit the 2 run-away babies are captured by the long vowel, but in other cases (oo) the 2 letters represent a unique sound (digraphs), while some digraphs represent a long sound (ie = long e in "field").
- Other 2-vowel pairs can also represent sounds that glide between 2 phonemes (diphthongs) like oi, oy, ou, ow, ai, and ay. These letter pairs, of course, may represent more than one sound as in ow in "down" (diphthong) versus "slow" (digraph = long o sound).
- While this may sound hopelessly complex, research shows orthographic awareness makes a big difference so point these out when they occur in the worksheets.

Orthographic Awareness



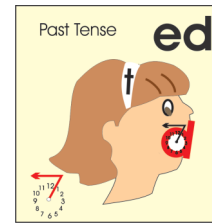
Consonant +le
syllable pattern

r-colored vowels



consonant rules
short vowel + K = ck

Morphological Awareness



inflectional
morphemes



derivational
morphemes

Orthographic and morphological awareness

- Children can also learn words that have a silent e but do not change the vowel to a long vowel. This includes words that end with a consonant+le syllable (tickle, paddle, ruffle, turtle, whistle) and words with diphthongs (because, choice), and words like "some."
- Each vowel that is paired with "r" becomes an r-colored vowels. Children must not only learn the basic ar, er, ir, or and ur vowel patterns, but they also must learn to apply the phonic rules first (share does not have the "ar" sound, but rather long A+r because of the silent e rule).
- There are numerous consonant rules that need to be learned (when to use ck, gn, kn, gh, ss, ff).
- Morphological awareness is also critical. Children need to recognized inflectional morphemes (plurals, tense, possession) and derivational morphemes as being different from general orthographic patterns.

Level 4 - Learn to encode words

- Encoding is the opposite of decoding, and is the ability needed for spelling.
- Encoding goes through stages known as developmental spelling, and it is many years before children can spell conventionally.
- Attempts at encoding, like developmental attempts at speech, help children to develop the skills that lead to fluent reading as well as writing and spelling.
- Encoding is not dependent upon first learning decoding. Children often begin writing marks, numbers, letters and other symbols in early stages of developmental writing and spelling, just as they "pretend read" long before they can decode.
- Encoding helps children exercise phonemic awareness as they actively engage in determining what sounds they hear in what sequence, and what graphemes can be used to represent those phonemes.
- After a child has learned to associate words with pictures (Level 1) ask the child to orally spell or write the word
- Provide feedback. If the child writes "sd," say "That tells my mouth to say /s-d/. You need a sound in the middle: listen /s aaa d/. Ask the child to encode all 3 sounds.
- "Check" to see "if you are right" by comparing the child's encoding with the picture and written word on the worksheet.
- Support the child's attempts with visuals such
- as Phonic Faces and the Phonic Faces train.
- Ask the child to say the encoded word with articulation.



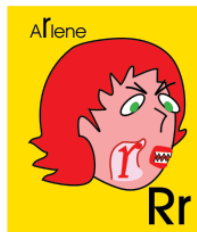
Program 2

Free Bonus CD

376 lesson plans for s,r,l,f,k,g,ch,sh,th

Articulation Phonics Worksheets

Phoneme R initial- 3
CVC one syllable



Raw
Rack
Ribs
Rot
Raft

The raw rack of ribs rot in the raft.



1. Decode words using target vowel pattern
2. Use Phonic Face to cue correct speech production for each word
3. Read sentences while maintaining correct articulation
4. Talk about picture while maintaining correct articulation

*These plans are shared with the permission of undergraduate students who constructed them as a class assignment. We hope you will enjoy using them to learn with your students and help give them the gifts of literacy and speech intelligibility.

Articulation-Phonics Worksheets

Index of CD Contents

/ch/ initial (14 short, long, diphthong vowel plans)
/ch/ medial (2 diphthong vowel plans)
/ch/ final (12 short, long, diphthong vowel plans)

/f/ initial (4 digraph and diphthong vowel plans)
/f/ final (10 short, long, diphthong vowel plans)

/g/ initial (11 short, long, diphthong vowel plans)
/g/ final (16 short, long, diphthong vowel plans)

/k/ initial (14 short, long, diphthong vowel plans)
/k/ final (14 short, long, diphthong vowel plans)

/l/ initial (26 short, long, diphthong vowel plans)
/l/ final (29 short, long, diphthong vowel plans)


/r/ initial (35 short, long, diphthong vowel plans)
/r/ initial long vowel
/r/ medial /ar/ /or/ (14 plans)
/r/ medial /er/ /ir/ /ur/ (7 plans)
/r/ final /er/ /ir/ /ur/ (6 plans)
/r/ final digraph and diphthong /r/ (47 plans)

/s/ initial (38 short, long, diphthong vowel plans)
/s/ medial (1 short and long vowel plan)
/s/ final (36 short, long, diphthong vowel plans)



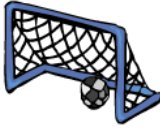



/sh/ initial (7 short, long, diphthong vowel plans)
/sh/ medial (1 short, long, diphthong vowel plan)
/sh/ final (8 short, long, diphthong vowel plans)

/th/ initial (12 short, long, diphthong vowel plans)
/th/ medial (10 short, long, diphthong vowel plans)
/th/ final (11 short, long, diphthong vowel plans)

Teacher's Phonics Worksheet










trēe

Circle the words that have a long E vowel sound.

 tent	 key	 net
 sheep	 vest	 bee

- A syllable pattern is targeted or contrasted
- Examples of words that fit/don't fit the pattern(s) are displayed
- The consonants used are random
- Response is usually written

SLP's Worksheet

 soap	 sack	 safe
 sock	 soot	 sail
 sad	 soil	 sag

- A sound in a word position is targeted with no regard to syllable shape
- All of the exemplars have the target sound
- The vowels and vowel patterns are random
- The response is oral






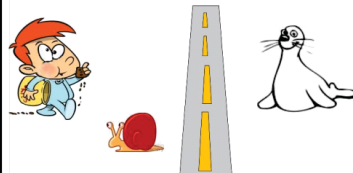
We Created a Hybrid

- A syllable pattern is targeted or contrasted
- Examples of words that fit the phonic pattern(s) are displayed
- The consonants target a speech sound
- Responses are oral
- Print prompts correct articulation
- Simultaneously work on artic and literacy

Short Vowel Rule

Silent “e” Rule

Double Vowel Rules

<p>Phoneme S initial-1 CVC one syllable</p>  <p>sob sun sat Sam</p> <p>A sad girl named Sam sat under the sun and began to sob.</p> 	<p>Phoneme S initial - 11 CVCe one syllable</p>  <p>smile size snake stole store</p> <p>Daddy did not smile when he saw the size of the snake that I stole from the pet store.</p> 	<p>Phoneme S initial -3 CVVC one syllable</p>  <p>sneaks steal seen stays street</p> <p>Review: sleep sweet seal snail</p> <p>While Mom and Dad sleep, Sam sneaks out of bed to steal a sweet cookie. He is seen by his pet snail and the seal who stays across the street.</p> 
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Find all of the words that show the double vowel pattern, then read the sentence.

Today the little girl wants to sail her sailboat, but it seems the seas are filled with soap.



Use Phonic Faces to cue the sound as the sentence is read or to provide feedback when an error occurs

Implementing Articulation-Phonics Lesson Plans

STEP 1: WORD READING

panther ←

thirteen

enthuse

author

Present the first written word and ask the child to read it. **If** child reads it correctly but misarticulates, provide corrective feedback for articulation and have child revise the production. **If** the child does not read the word correctly, say the word and ask the child to repeat it; **if** needed, provide corrective feedback on the target production and have the child revise the production.

STEP 2: SYLLABLE DETECTION

Low readers have poor phonemic awareness for syllables as well as the phonemes and the phoneme positions within syllables. They try to decode and spell words as unparsed wholes.

Ask the child to say the word and tell how many syllables are in the word. Have the child hold his/her jaw if needed to feel the syllables. Ask the child to say the syllable containing the target sound, provide corrective feedback as needed.

Say the word: panther. Watch my tongue as I say it (model)

How many syllables in panther? Feel you jaw as you say the word - pan ther

Say “ther” .. It begins with the θ sound. Watch me say it .. “ther, panther”

STEP 3: TEACH THE SYLLABLE PATTERN

Every syllable has 1 vowel sound. Syllables are divided and sounded out according to these basic syllable patterns.

See syllable rules, pages 6-7

STEP 4: PHONEMIC AWARENESS/PHONICS

Listen for syllables. Represent each syllable using the correct orthographic patterns. Have the child say the word. Provide corrective feedback for spelling and sound production. For example, if the child spells “pather” tell the child “You told my mouth to say “path” “er”. Hold your jaw as you say the word in syllables ... /pan/ /ther/. What sound do you hear at the end of the first syllable?



p a n -

th er

Phonic Faces Train @ elementary.com

STEP 5: REPEAT

panther
thirteen
enthuse
author

Repeat the procedure in steps 1-4 for each of the target words. Be sure to heighten the child’s awareness of the target speech production and the phonic patterns.

STEP 5: REPEAT

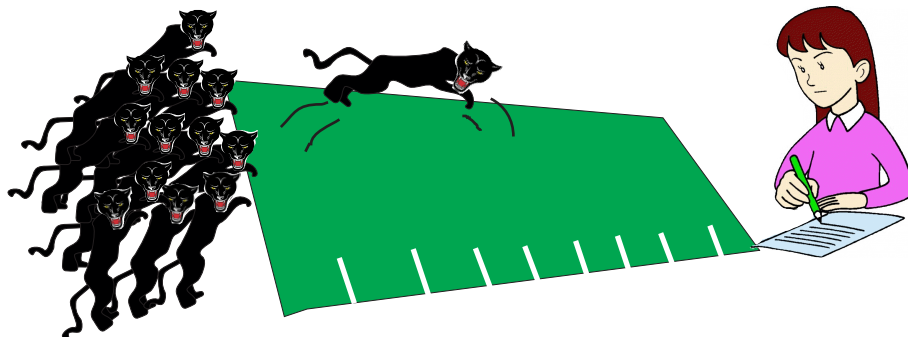
panther
thirteen
enthuse
author

Repeat the procedure in steps 1-4 for each of the target words. Be sure to heighten the child's awareness of the target speech production and the phonic patterns.

STEP 6: CHALLENGE SENTENCE

Help the child practice the words in context by reading the challenge sentence(s). Provide corrective feedback on decoding and on speech productions.

The **author** wrote about **thirteen panthers** that **enthused** about jumping the **furthest**.



STEP 7: GENERALIZATION

Help the child practice the articulation of words by spontaneously talking about the picture without the support of the print. Provide corrective feedback on speech productions.

Quick Reference to Phonic Faces (in alphabetical order)

Miss A has a wide open mouth, and her lips are pulled back into a smile. This makes a happy sound, like "yea!" and "goodday!"



Amy Ann is an unhappy baby. She cries, making the /aah/ (short a) sound. Her mouth is in the shape of a wide open "a."



Augie is very shy and bashful. His "au" letters (or "aw" say the /aw/ sound, as in "aw, shucks."



The letter "b" forms the lips of Bejay. To make his sound, bounce your lips with your voice turned on. Can you hear the b-b-bounce?



Celia opens her mouth but no sound comes out. She has to borrow a sound. She usually borrows either a /k/ or an /s/ that she carries on her pigtail.



Chaz must have a cold. His mouth forms the shape of a "C" as he sneezes the "h" out of his mouth.



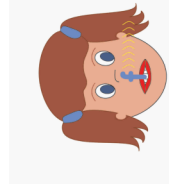
The curve of the letter "d" is the drum inside Dedra's mouth. The vertical line of the "d" forms her tongue that drums on the teethridge.




Mister E has a wide mouth with his lips pulled back in a grin. When he makes a sound, it is a teething long /e/.
Baby Ethan Evan just got his first tooth and is showing it off. He is making the /eh/ /eh/ short "e" sound.





Effie softly bites her lip with her front teeth and blows air between her teeth and lip. This sounds like a quiet fan. Feel the cool air.



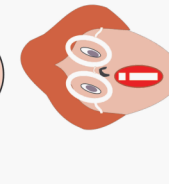
Gigi uses her tongue to make gulping sounds. The circle of the "g" shows her mouth, and the tail of the "g" shows the sound made in her throat.



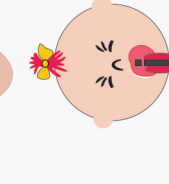
AICH looks tired and out of breath. You can see the huffing h in his mouth that tells you he is making the huffing sound /h/ /h/.



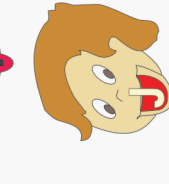
Miss I did not eat carrots as a child. Carrots are good for your eyes. Now she wears I-glasses. Feel her tongue move up to reach her I-glasses when she says long "i."



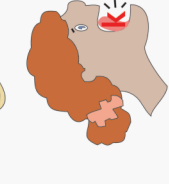
Baby Iris Iggy was supposed to eat her carrots. But every time she takes a taste, she sticks out her tongue and says the short "i" /i/ihh/! I don't like carrots!




Jay begins his sound with his tongue high in his mouth, by the teethridge. Then his jaw, or the bottom of the "j" quickly drops, making a jumping /j/ sound.



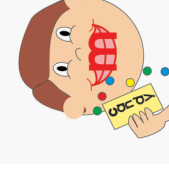
Katie is making a coughing sound. Her tongue curls up in the back of her mouth. Then suddenly she coughs an explosion of air, making the /k/ sound.



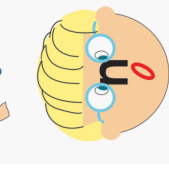
Elton has a tall letter "l" in his mouth. It stretches his tongue all the way to the top of the mouth. Hold your tongue up as if you are licking the teethridge.



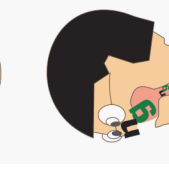
Emmet is a boy who loves candy. Listen to the sound he makes when he puts his lips together and makes the delicious sound: /mmmmmm/



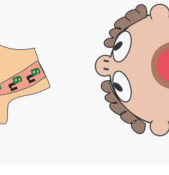
Ennos is looking at his nose. When he tries to talk, a sound comes out of his nose. He puts his tongue up by the teethridge, but the sound comes out of his nose anyway.



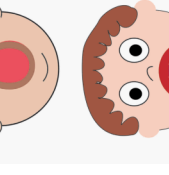
Yng is looking at his nose because he hears a sound. It started to hum so he gulped it down his throat.



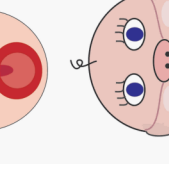
Mister O has a big wide open round mouth. When he turns on his voice, it comes out as a perfect operatic long /o/ sound.




Omar Otto must be sick. He is opening his mouth wide so the doctor can see his throat. I can see his uvula. The doctor tells him to say /ahh/, the short /o/ vowel.



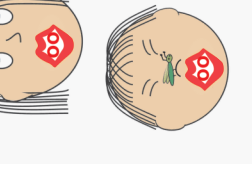
Oinky is wearing a silly pig costume. When Oinky talks like a pig, it sounds like /oi/ /oi/. It starts like an "o" and ends like the smiling "e" sound.



Miss OO had a cool surprise. A beautiful butterfly landed on her head. She was surprised and excited, saying oooo! (as in "loose").



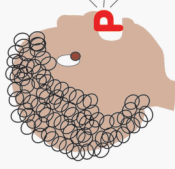
Little Oona had a bad surprise. A green yucky bug landed on her nose. She felt sick to her stomach and said /oo/ in disgust (as in "look").



Owlie has an owie. He is looking at his bump and saying /ow/. His lips move, beginning with an open movement and then waving like a "w" at the end of the sound.



The curved line at the top of the "p" makes Peter's top lip. The lines popping from his mouth show the exploding /p/ sound that Peter makes when he pops his lips.



Q is the sound sequence /kw/. Queenie makes this sound when she is upset, "Oh, /kw/! Q never likes to be alone, and is always found with "u."



Arlene is the roughest girl I know. She makes a roaring /r/ sound by curling her tongue in her mouth. She is so rough, she controls the sounds of vowels that join her.



Erlene is Arlene's twin sister. She is fierce like a tiger. The letters "ir" "ur" or "er" make her growling sound.



Arlene controls the letter a as well. When letter a occurs before Arlene, she makes the name of her letter, "ar" like a fierce pirate.



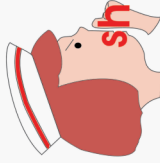
When Arlene has the "or" in her mouth, she grabs her oar to start paddling her pirate ship. "or" matey!



Ester cannot control her tongue. It curled into a very big S and started hissing like a snake.



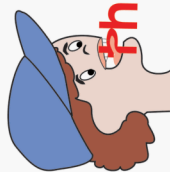
Nurse SH makes a shushing sound. She uses the S to make enough air to shush the "h" right out of her mouth. Together the "sh" letters make one consonant digraph.



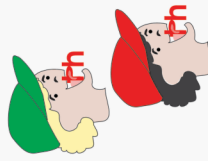
Tina has very straight beautiful teeth. The horizontal line of the letter "t" shows her teeth; the vertical line shows her tongue tapping the teeth ridge right behind her teeth.



Theo makes the unvoiced "th" sound. The horizontal line of the "t" is his tongue pushing the "h" out of his mouth. Making the "th" is the only time it is nice to stick out your tongue. The "th" is a digraph.



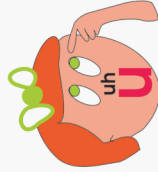
Only a few words begin with the voiced "th" in English. This digraph is made just like Theo's, but with the voice on - it is noisy like 2 boys. It is found mostly in function words, such as the, those, that, they this, them, these, those and so on.



Miss U has a narrow mouth. Her lips point and curve into a "u" when she says the long "u" sound. She points and tells "you" all of the answers.



EUnice Ulma is very smart. She thinks about hard problems. She opens her mouth and says, /uh/ as she thinks, tapping her forehead.



Venus makes good use of her v-shaped tooth. She gently bites her lower lip and then uses it to vibrate the air coming from her mouth.



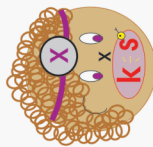
DoubleW 's lips go up and down in waving motions just like the letter "w" has waves. His lips start almost closed and then wave open and release the sound.



Whitney makes a sound just like her brother. In some words or in some dialects you can hear a little aspirated /h/ after the lip waving "w." But in modern English, most people do not produce this aspiration. The "wh" is common in question words.



X is not a sound at all, but rather a short cut. It is a single letter used to spell the /ks/ sound sequence. Her mouth is big enough to fit both sounds.



Mister Y is a consonant. He is pretty tired. Every time he tries to say his sound, he starts to yawn. He needs the letter "y" hand to politely cover his mouth as he says /y/ as in "yawn."



Wyley Ely is a vowel, and he makes several vowel sounds. At the end of words he makes a giggly long /eee/ sound, as in Wyley. But sometimes at the end of words he says long "i," as in Ely. Sometimes he is just silent at the end of words, as in "today."



Zeke's tongue started to zig-zag in his mouth. It finally stopped right below the teeth ridge. When he tried to talk, his throat started to buzz. Are those bees in his throat?



Mr. E doesn't like babies. When he is at the end of words, he complains about the baby. Take the zipper mouth and silence him! In exchange, the baby must become an adult long vowel sound.

