

‘CUED ARTICULATION’

CLASSROOM ACTIVITIES

TO TEACH CHILDREN

ABOUT SOUNDS

PREP - GRADE 2

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

This booklet was designed to be used by class teachers of prep-grade 2 who have completed the 'cued articulation' course although the activities in this book can be used without 'cued articulation'. Using 'cued articulation' to assist children in learning about sounds however, will accelerate the children's learning and make this learning much more meaningful.

'Cued articulation' was developed by an Australian Speech Pathologist, Jane Passy and consists of a system of hand signs to represent the sounds of English.

The booklet was written in response to class teachers requests for more whole class activities that could be used to teach children about sounds using 'cued articulation'.

The activities have been selected from those used over many years as a Speech Pathologist working with children in schools and those recommended by class teachers themselves.

The activities can also be used with parent helpers, taking small group activities within the grade or adapted for parents to use at home. Many of these activities are also suitable for pre-schools or early intervention centres.

If you would like information about where to learn 'cued articulation' please contact the author or your local Speech Pathologist.

HOW TO USE THE ACTIVITIES.

The activities in this booklet can be used to focus on the target sound at the beginning of words, at the end of words, or within the word. Many of the activities are also easily adapted to focus on more than one target sound.

For ease of writing, however, the activities have all been written with the focus on the sound at the beginning of the word.

Many of the activities are also suitable for focusing on sounds in a more general way either in the initial or the final position in words to assist children whose speech is slurred, imprecise and difficult to understand. See the Slow Clear Talking Program available from Fiona Balfe. Speech Pathologist.

It was felt that teachers already had at their disposal many excellent sound work sheets and so the activities presented in this booklet are predominantly whole class activities which generally involve the children in an active manner.

Some material preparation is necessary, but in most of the activities this has been kept to a minimum by using objects which children can bring from home or picture cards which are available commercially. See pages 6-7

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

TABLE OF CONTENTS.

INFORMATION ABOUT THE GAMES USING PICTURE CARDS. pages 6-7

ACTIVITIES.

1. SPEECH CORNER. page 8

2. ACTIVITIES USING CHILDREN'S NAMES.

A. Songs page 9
B. Name poster page 9
C. Name book page 9
D. Name game page 10

3. CLASS MOBILE.

A. I spy with my little eye. page 11
B. I am thinking of / twenty questions game. page 12

4. SOUND BALLOONS. page 13

5. OBJECT BOX OR OBJECT TABLE. page 14

A. The Memory Game. page 14
B. The Shopping Game. page 15
C. The Feeling Game. page 15
D. I am going on a sound hunt. page 16
E. Hide and Seek. page 16
F. Roll the Ball. page 17
G. The Quiet and Noisy Game. page 17
H. The Supermarket Game. page 18
I. One minute or two minute talks. page 18

TABLE OF CONTENTS continued.

6. GAME ACTIVITIES USING PICTURE CARDS.

i) GAMES USED WITH THE MOBILE ACTIVITY.

Refer to the following activities in section 3.

- A. I spy with my little eye. page 11*
- B. I am thinking of / twenty questions game. page 12*

ii) GAMES USED WITH THE OBJECT TABLE OR OBJECT BOX.

Refer to the following activities in section 5.

- A. The Memory Game. page 14*
- B. The Shopping Game. page 15*
- D. I am going on a sound hunt. page 16*
- E. Hide and Seek. page 16*
- F. Roll the Ball. page 17*
- G. The Quiet and Noisy Game. page 17*
- H. The Supermarket Game. page 18*
- I. One minute or two minute talks. page 18*

iii) ACTIVITIES USING BOARD GAMES.

- A. Commercial board games. page 20*
- B. Home made board games. page 20*

iv) OTHER PICTURE CARD GAME ACTIVITIES.

- A. Going on a picnic. page 21*
- B. Rooms of the house. page 22*
- C. The Posting Box Game. page 23*
- D. Going Fishing. page 24*
- E. Lotto or bingo. page 25*
- F. Concentration or Memory Pairs. page 26*

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

TABLE OF CONTENTS continued.

7. LABELLING OBJECTS IN THE ROOM.

- A. Using colour coding stickers.* page 27
B. Using COMPIC pictographs or other pictures. page 28

8. SOUND BOOKS AND POSTERS.

- A. Class sound book.* page 29
B. Personal sound books. page 30
C. Class sound poster. page 31

9. MISCELLANEOUS GAMES.

- A. Mr Vegetable Man.* page 32

10. SOUND STORY ACTIVITIES.

- A. Stories Close Activities.* pages 33-34
- *Commercially available stories.* page 33
 - *Teacher scripted stories.* page 33
- B. Build a story.* page 34

11. POEMS AND RHYMES.

- A. Songs.* pages 35-36
B. Poems and Rhymes. page 37

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

INFORMATION ABOUT THE GAMES USING PICTURE CARDS

Picture cards can be collected in the following ways:-

1. Collect pictures from magazines or ask parents to cut out pictures from magazines. Paste these pictures onto cards to make a 'class set' to be used with all the game activities.

- *Collect pictures for the target sound at the beginning of words and at the end of words.*
- *Collect pictures that are within your class interest and knowledge level.*
- *Collect pictures for words that are one syllable ie. Consonant + vowel + consonant, vowel + consonant or consonant + vowel construction. Longer words and words containing blends make it more difficult for children to discriminate the target sound and so these should be left until later.*

2. Obtain a set of the *Themat* picture sheets

These picture sheets were drawn by a Victorian Speech Pathologist, Neil Atkin. There are two sets of picture sheets for each sound, one sheet for pictures beginning with the target sound and one sheet for pictures ending with the target sound.

The pictures are all drawn with the accompanying word written underneath to also encourage whole word recognition.

The words are of consonant + vowel or consonant + vowel + consonant construction.

There are also pictures available for most blends at the beginning of words. eg sl as in slide, sleigh etc.

The pictures are line drawings which photocopy well and can be enlarged or reduced according to your particular needs.

Many speech pathologists will be able to supply you with a copy of these as they are no longer available from Neil Atkin.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

**INFORMATION ABOUT THE GAMES USING PICTURE CARDS
cont.**

3. Purchase a set of commercially available photographs or pictures and sort the pictures according to sounds.

Milton Graphics can supply a range of 250 photos of common objects. These are available from Milton Graphics, 62 Robert St. Parkdale Vic. Australia. Ph. (03) 9580-2881

4. Cut out pictures from the phonic sheets available in your school library or resource room.

5. Purchase a set of COMPIC pictographs.

COMPICS pictographs are computer generated pictures which have the accompanying word written underneath. These cards and a large range of educational materials utilizing COMPICS are available from COMPIC. PO Box 1233, Camberwell. Vic. Australia. 3124. Ph: (03) 9804 0130/0139. Fax: (03) 9804 0157.

The 1670 pictographs can be purchased in a dictionary form, which can be photocopied or as laminated cards which can be used/sorted according to particular sounds and/or vocabulary themes.

The pictographs are also available as a software package on Macintosh or IBM.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

1. SPEECH CORNER.

The speech corner can be used as a reward for children who have finished their work or who have worked well at a piece of work.

As you finish with an activity or game at the whole class level this activity or game can be put in the speech corner for extension work at the individual, pair or small group level.

Thus, the speech corner can be used for practice on specific sounds in specific positions or it could also be used for general practice of all the sounds covered so far.

The speech corner could contain the following materials:-

- mirrors
- hand puppets
- a posting box
- a shopping basket.
- a picnic basket.
- commercial concentration, sound lotto and sound domino games.
- Your own concentration, sound lotto and sound domino games made for class practice on a target sound in a specific position in the word.
- a doll's house and doll's furniture.
- dress ups.
- a tape recorder so that your children can tape their activities and get the feedback of listening to themselves.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

2. ACTIVITIES USING CHILDREN'S' NAMES.

A. SONGS.

- Ask the children to think of any children in the class whose names begin with the target sound. e.g. /p/.
- Get the class to sing the 'Good morning to you' song to each child, using the cued articulation sign as they sing the name.
- Think of a sentence about one or two of the children and sing the song to the tune of Skip to the Lou My Darling.
e.g. Peter's puffing ppp.

B. NAME POSTER.

- Write the names of children whose names begin with the target sound on a piece of cardboard and paste photographs of these children next to their names.
- Use the poster for a class discussion.
- Alternatively you might like to use this activity to help children learn to their own names and those of their peers by mixing up the names and the photographs and asking children to point to a photograph and then the appropriate name.

C. NAME BOOK.

- Make up a book with photographs of children whose names begin with the target sound and write a sentence under each photograph.
- The target sound could also be colour coded and underlined once if it is a quiet sound ie. voiceless and twice if it is a noisy sound ie. voiced.

e.g. I am **P**eter. My name begins with **p**.
I like to eat/ I like eating p..... .(peas, pears, pumpkin etc.)

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

D. NAME GAME - “I AM THINKING OF SOMEONE”.

PROCEDURE:

- The teacher starts as the leader and thinks of a child whose name begins with the target sound.
- The name poster could be used to help children remember whose name begins with the target sound.
- The teacher says or chants the sentence “I am thinking of someone and their name begins with.....”. e.g. /p /.
- The teacher gives clues about the child’s identity, one clue at a time until someone puts up their hand. E.g. It’s a boy. He has black hair.
- The child is asked to name who the ‘teacher is thinking of, using the appropriate ‘cued articulation sign.
- The class copies the child or helps the child to use the correct sign.
- If the child is incorrect the teacher continues giving clues until someone guesses correctly.
- If the child is correct, he/ she then becomes the leader.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

3. CLASS MOBILE.

MAKING THE MOBILE.

e.g. The task is to make a mobile of things that begin with /p /.

This activity could be carried out in three different ways:-

1. Give each child a picture that begins with the target sound to colour.
2. Ask each child to draw a picture of something that begins with /p/ .
3. Ask each the children to work in pairs or small groups to each find a picture that begins with /p /.
 - As each child finishes their picture attach it to the mobile and ask them to use the ‘cued articulation’ sign as they say the name of their picture .
 - Display the mobile at a child level so that it can be used for the following game activities and general discussion.

ACTIVITIES USING THE MOBILE.

A. I SPY WITH MY LITTLE EYE.

- One child is selected to be the leader and chooses a picture on the mobile to be the ‘mystery picture’.
- The child says “I spy with my little eye something beginning with eg. the quiet lip popper /p / using the appropriate cued articulation sign.
- A child is chosen to guess “Which is the ‘mystery picture’?” on the mobile using ‘cued articulation’.
- The class then copies the child or helps the child to use the correct sign.
- The leader says cold/ warm /hot depending on how close the child is to being correct.
- If the child is incorrect, another child is chosen to have a guess.
- Continue in the same manner until the correct picture is named.
- The first child to correctly guess the ‘mystery picture’ becomes the next leader.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

B. WHAT AM I THINKING OF..... / TWENTY QUESTIONS GAME.

- The teacher starts off being the leader and chooses a picture from the mobile which she/ he doesn't tell to the class.
- The teacher gives the class one clue by saying **“I am thinking of a picture that begins with e.g. the quiet lip popper /p / and it is something that you can eat.**
- A child is selected to guess what the picture is using the appropriate cued articulation sign.
- The class copies the child or helps the child to use the correct sign.
- The first child to correctly guess the teachers picture becomes the new leader.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

4. SOUND BALLOONS.

** This activity can be used to reinforce the concept of 'brothers' ie. that many sounds in English form voiced/ voiceless pairs of sounds eg. /p/ and /b/, or it can simply be used to teach individual sounds and their associated 'cued articulation' sign.*

If you are introducing pairs of sounds, blow up two balloons in the appropriate colour coding for the quiet and noisy sounds being introduced. E.g. for the lip poppers /p / and /b / you will need to blow up two orange balloons.

If you are introducing sounds one at a time or sounds that do not have a pair or a brother blow up one balloon in the appropriate colour.

Materials:

- Coloured balloons to match the colour coding of the target sound.

PROCEDURE:

- Write a sound e.g. /p / on one balloon and its noisy brother eg. /b / on the other.
- Ask the children to think of an appropriate picture to draw on each balloon.
- Alternatively, draw a picture beginning with that sound on one side of the balloon and a 'mouth form picture' on the other side.
- Get children to then do their own balloons and to think of something beginning with the target sounds e.g. /p / and /b / to draw on each balloon. The balloons could then be used to decorate the classroom.
- The children could be given balloons for an activity to be done at home with their parents.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

5. OBJECT BOX OR OBJECT TABLE.

SETTING UP THE TABLE.

You may find it useful to make a class set consisting of toy furniture and household items, doll's clothes, toy animals, real or plastic food, and supermarket items etc. which can be used to supplement what your children bring from home.

- Ask children to bring real or toy objects from home that begin with the target sound.
- Ask each child to show his / her object to the class and to name it using the cued articulation sign being targeted.
- The class copies the child or helps the child to use the correct sign.
- Encourage children to think of other ways the objects could be used in games in the classroom.
- Display the objects on a table and use these for the following class or small group games.

GAMES USING THE OBJECT TABLE.

The following games can be played with these objects.

If any additional materials are needed they are listed at the beginning of the activity.

A. THE MEMORY GAME.

- A number of objects are placed in front of the class or ask the children are asked to sit in a large circle and a number of objects are placed in the middle of the circle.
- A child is selected to be the leader and is instructed to shut his/her eyes while another child removes one of the objects.
- The leader guesses which object was removed using the appropriate cued articulation sign.
- The class then copies the child or helps the child to use the correct sign.
- If the child is correct the objects are changed and he/ she selects another child to have a turn.
- If the child is wrong the child on their left/ right has a turn at being the leader.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

B. THE SHOPPING GAME.

- Ask the children to sit in a circle with all the objects from the object table in the middle of the circle.
- A child is selected to start the game by saying “I am going shopping and I am buying a ... / I went shopping and I bought a.....
- The child names an object and the class copies or helps the child to use the correct sign.
- The child on the left then has a turn repeating what the first child said and adding one more item using ‘cued articulation’ as he/ she names each item.
- The game continues in this manner with the list getting longer and longer.
- The child who can remember the most items is the winner.

C. THE FEELING GAME.

Other materials: A ‘feeling bag’
A mask.

- Ask the children to sit in a circle
- A child is selected to take an object off the object table and to put it into the ‘feeling bag’.
- Another child is then selected to start the game by feeling the object in the bag.
- The child is allowed to have one guess using cued articulation as he/ she says the object’s name.
- The class then copies the child or helps the child to use the correct sign.
- If the child is correct this child selects the next object to put in the ‘feeling bag’.
- If the child is incorrect the child on their left/ right has a turn at feeling the object in the bag and guessing its name.
- Continue the game in the same manner until every child has had a turn.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

D. I AM GOING ON A SOUND HUNT.

- The children are asked to sit in a circle and objects from the ‘object table’ e.g. objects whose names begin with /p /, are put in the middle of the circle.
- The class sings “I am going on a sound hunt” to the tune of “ I am going on a bear hunt”.
- A child is selected to continue the song singing “ I’m going to find something. It starts with.....”.
- The child thinks of an object and says the sound that the object starts with making the appropriate cued articulation sign.
- The class echoes “ It starts with”, using cued articulation also.
- The child selects another child to guess which object it is and the class then copies the child or helps the child.
- If the child names the wrong object another child is chosen.
- If the child is correct, this child then chooses a new object and the song is sung as before.

E. HIDE AND SEEK.

- Select two children, one child to hide an object and another child to shut his / her eyes while the object is hidden.
- The child who hides the object then names the object using the appropriate ‘cued articulation’ sign.
- The class copies the child or helps the child to use the correct sign.
- The child who is selected to find the object is helped by the class to find the object.
- The class says the sound very slowly if the child is not near the hidden object, says the sound faster as the child gets closer to the object and says the sound slower if the child moves away from it.
- Continue in game in the same manner until the object is found.
- Select another two children to play the game.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

F. ROLL THE BALL.

Other materials: A ball.

PROCEDURE:

- Place three or four objects out at the front of the class and have the children sit four or five feet away

OR

Ask the children to sit in a large circle and put the objects in the centre of the circle.

- Select a child to name an object using the appropriate ‘cued articulation’ sign and to try and hit the object he/ she has selected.
- The class then copies the child or helps the child to use the correct sign.
- If the child hits the object, this object is taken out of the game and replaced with a new object.
- The child has another turn and continues until he/she fails to hit the object selected.
- As soon as a child fails to hit the object which has been named another child is selected to have a turn.

G. THE QUIET AND NOISY GAME.

Other materials: Quiet and noisy pictures or symbols to represent sounds being voiceless or voiced respectively.

- Make one side of the room the ‘quiet side’ and the other side the ‘noisy side’.
- Place a picture or a sound /symbol representing *quiet* on the ‘quiet side’ and visa versa.
- Divide the class into teams of small groups or pairs and give each team a number of objects.
- Ask the children to discuss each object and decide if it begins with a quiet or noisy sound and to then put it on the correct side of room.
- The first team to correctly place the most number of objects is the winner.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

H. THE SUPERMARKET GAME.

Other Materials:- Ask your children to collect food or drink boxes, packets, tins and bottles from home and to bring these to school.

- Get the children to sit in a circle and put a shopping basket in the middle of the floor.
- Tell the children that you are all going shopping at the supermarket but that it is a special shopping game where you can only buy food or drink whose names *begin with the special sound.....* .
- Give each child a item of food or drink.
- The children take it in turns to say the name of their shopping item and to decide whether their item should be placed in the shopping basket.
- If the child's item *begins with the target sound* then the child repeats the name using cued articulation.
- The class then copies the child using cued articulation and if necessary helps the child to use the sign correctly.
- When every child has had one turn give each child another item and continue the game in the same manner.
- You could do a follow up individual or a group activity where children draw a large shopping basket or supermarket trolley on poster size paper and then draw or find pictures that *begin with the target sound* to paste in the basket or trolley.
- Use the items that the children have brought for this game to make 'a shop corner' in your classroom.

I. ONE MINUTE OR TWO MINUTE TALKS.

- Select one child to think of or pick up an object from the object table.
- The child then has to talk about that object using the objects name as many times as possible in the time period selected.
- The child also tries to use the appropriate 'cued articulation sign' each time the object's name is used.
- The other children count of the number of times the object's name is used.
- The other children can also try and use the sign at the same time as the child.
- Continue the game choosing other children to talk about an object.
- The child who uses an object's name the most times is the winner.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

6. GAMES USING PICTURE CARDS.

The following games can be played using picture cards.

Remember that although the activities have been written with the focus on the beginning sound in the word, the same activities can be used to focus on the sound when it is at the end or within the word.

i) THE GAMES USED WITH THE MOBILE ACTIVITY.

The following games used with the mobile activity can be also played using picture cards instead of the mobile pictures:-

Refer to the game instructions in section 3.

- A. *I spy with my little eye.*
- B. *I am thinking of / Twenty questions game.*

ii) THE GAMES USED WITH THE OBJECT TABLE.

The following games used with the object table can also be played using picture cards instead of real or toy objects:-

Refer to the game instructions in section 5.

- The memory game.*
- The shopping game.*
- I am going on a sound hunt.*
- Hide and seek.*
- Roll the ball.*
- The quiet and noisy game.*
- The supermarket game.*
- One minute or two minute talks.*

Play the games in the same way as when using objects but substitute pictures cards whose name begins with the target sound.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

iii) ACTIVITIES USING BOARD GAMES.

A. COMMERCIALY AVAILABLE BOARD GAMES.

- Almost all basic board games can be used to practise sound skills.
- The games are played in the normal manner but when the child lands on a square he/ she picks up a picture card and names the picture using the appropriate 'cued articulation' sign.
- An alternative idea is to use 'blu.tack' to attach THEMAT picture cards or COMPIC pictographs which have been reduced in size onto the game boards.
- Some suggested games are :-

Snakes and Ladders.
Ipsy Wipsy Spider.
Bottles and Bins.

B. HOME MADE BOARD GAMES.

Involve your class in making your own board games or ask your local Speech Pathologist for some basic board game stencils.

The board games could focus on a particular sound in a specific position in the word or all the sounds that you have taught your children.

- Enlarge your stencils to A3 size and involve your class in pasting the appropriate pictures onto the board.
- Keep this first board as your stencil making several photocopies for small group activities which your children can be involved in colouring in and pasting onto cardboard.
- You may also like to make A4 size copies that the children can take home for extra practice.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

iv) OTHER PICTURE CARD GAME ACTIVITIES.

A. GOING ON A PICNIC

Materials:

- A Picnic basket.
- Pictures of picnic items.

PROCEDURE:

- Ask the children to sit in a circle and put a picnic basket in the middle of the floor.
- Give each child a picture card showing something that could be taken on a picnic.
- Tell the children that it is a special picnic where you can only take food/things whose names *begin with the special sound e.g. p.*
- The children take it in turns to say the name of their picture and decide whether their picture **should be** placed in the picnic basket.
- If the child's picture contains the target sound then the child sings the following song using the appropriate 'cued articulation' sign .
 - “We are going on a picnic yum, yum, yum”.
 - “We are going to eat *p*..... yum, yum, yum”.
- The class then copies the child singing the song using 'cued articulation' and if necessary the class helps the child to use the sign correctly.
- You could do a follow up individual or a group activity where children draw a large picnic basket on poster size paper and then draw or find pictures to paste in the basket.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

B. ROOMS OF THE HOUSE.

Other materials:

- General pictures of household objects.
- A square of coloured paper to represent a room in a house.

PROCEDURE:

- Ask the children to sit in a circle and put the square of coloured paper representing a room in a house in the middle of the floor.
- Ask the children to think of and name all the different rooms in their house.
- Ask a child to name the room to be used in the game or select a room which you know will contain a number of household objects that begin with the target sound.
- Ask the children to think of **things in the room** that begin with the target sound. e.g the lip popper /p /.
- Tell the children that only things that begin with the target sound are going to be put in the room.
- Give each child a picture of something found in this room and go around the class asking each child whether their picture should go in the room.
- Ask the child to name their picture using the appropriate ‘cued articulation’ sign if the name of their picture contains the target sound.

eg. Household objects beginning with /b/

BEDROOM

- bed
- bookshelf
- bedside table
- blankets
- books
- basket
- box
- brush
- bag

BATHROOM

- bath
- basin
- bath mat
- brush
- bubble bath
- bath plug
- bath towel

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

C. THE POSTING BOX/ POST THE LETTER GAME.

Other Materials:

- A large cardboard box to be the letterbox.
- Magazines to cut pictures from.
- Prep students: Master sheet for photocopying individual student sheets from.
- A 'letter sheet' for each child.

PROCEDURE:

- With younger children you can make a master 'letter sheet' with sentences appropriate to the activity written on it and photocopy a sheet for each child. Alternatively the children could copy your sentences from the blackboard. Older children can plan their own letter format.

e.g. Dear.....,

My letter is about the sound

A begins with

Love

.....

- Tell the children that you are going to play a posting game and they are going to make the letters for the game.
- Give each child a 'letter sheet' to complete by finding an appropriate picture from a magazine.

or

- Ask children to write their own letter about the target sound and to find an appropriate picture.
- As each letter is completed it is read to a friend and posted in the letter box.
- Children could be encouraged to make more 'letters' at home.
- At the end of the week, the letter box is opened and all the 'letters' are read using 'cued articulation' and then made into a class book which can be used for class discussion and reading.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

D. GOING FISHING.

Other materials:

- Paper fish cut outs large enough to paste pictures onto.
- Paper clips.
- A magnet, a stick and length of string to form a fishing rod.
- A large piece of blue paper or material to be the sea or lake.

** As it can take a little while to catch a fish, to make this game move a little faster you may want to have more than one fishing rod so that a few children can be trying to catch a fish at the one time. Each child can then wait his/her turn to talk about the fish.*

PROCEDURE:

- Give each child a paper fish and a picture on which begins with the target sound to paste on the fish.
- Ask each child to attach a paper clip to their fish to make its mouth.
- Make a fishing rod out of the stick and piece of string and attach the magnet on the end which will attract the paper clip on the fish.
- Put all the fish on the blue material or paper and select a child to try and catch a fish.
- When the child catches a fish, the picture on the fish is named using the appropriate 'cued articulation' sign.
- The class then copies the child or helps the child to use the correct sign.
- If the child says the word using the correct 'cued articulation' sign the child keeps the fish.
- Continue until each child has had a turn.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

E. LOTTO OR BINGO.

Other materials: Two sheets of THEMAT pictures for the target sound for each child.

A lotto or bingo board for each child divided into nine or twelve squares.

eg.

- Give each child a lotto or bingo board and a sheet of pictures to cut up choosing nine, twelve etc to paste on his/her board. The left over pictures can be discarded.
- When all the boards are ready, give the child a sheet of THEM pictures to cut up to form the playing cards. These can be pasted on cardboard to make them more sturdy.
- The cards are collected and put face down on the floor with the children sitting in a circle around the cards.
- A child is selected to start the game by picking up a card and naming the picture using the appropriate ‘cued articulation’ sign.
- The class then copies the child or helps the child to use the correct sign.
- If the picture card appears on the child’s board it is put on the appropriate space.
- If it does not appear on the child’s board it is given to the nearest child needing that picture.
- Each child takes it in turns e.g. moving clockwise round the circle, to pick up a card and name it.
- The first child to fill their board is the winner.

Variation: Other materials: Buttons, stones or counters.

- Make up the boards as above but the playing cards do not need to be made.
- The teacher calls out the name of a picture using the appropriate ‘cued articulation’ sign and the children copy the teacher.
- The children place a counter on their board if they have the same picture
- The first child to put a counter on every picture on his/her board is the winner.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

F. CONCENTRATION OR MEMORY PAIRS.

** This game is best used as a small group rather than a whole class activity. It can be played with several children although three to four players is the best number.*

Materials:

- Approximately 6-12 pairs of picture cards mounted on cardboard so that the children cannot identify the picture from the reverse side.

PROCEDURE:

- Place all the cards face down on the floor spreading them apart and shuffling them.
- The children take it in turns to turn over two cards and to name the picture using the appropriate 'cued articulation' sign.
- If the cards are not a pair they are turned over again and another child has a turn.
- If they are a pair, the child keeps the pair and has another turn continuing until the two cards turned over are not the same.
- The game continues until all the cards are paired up.
- The child with the most pairs of cards is the winner.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

7. LABELLING OBJECTS IN THE ROOM.

** You may need to a brainstorming session with the class first before playing this game getting children to offer suggestions as to what things in the room begin with the special sound.*

A. USING COLOUR CODING STICKERS.

Other materials:

- Coloured stickers to match the colour code of the target sound.

PROCEDURE:

- Ask the children to sit on the floor where they have a good view of the room.
- Tell the children that you are going to find which things in the room begin with the target sound.
- Give each child a sticker which matches the colour coding for the target sound.
 - i.e. orange for the lip poppers /p / and / b /.
- Select a child to put his/ her sticker on something in the room that *begins with the target sound*, saying the name of the object etc. using the appropriate ‘cued articulation’ sign.
- The class then copies the child using cued articulation and if necessary, the class helps the child to use the sign correctly.
- Another child is chosen and the game continues in the same manner.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

7. LABELLING OBJECTS IN THE ROOM cont.

B. USING COMPIC pictographs or other picture cards

Materials:

- COMPIC pictographs or pictures of objects found in the room.
- (*See page 7 for supply details*).
- Blu.tack

In some cases you will need to have more than one copy of a picture which could be distinguished by colour so that all children will be able to have a turn.

eg. If you are finding things in the room which begin with /p/ you could have a pink pencil, purple pencil etc.

PROCEDURE:

- Ask the children to sit in a circle with the COMPIC pictographs face down in the middle of the circle.
- Tell the children that you are going to find which things in the room begin with the special sound
- A child is selected to start the game by taking a card off the top of the pile and deciding whether this object etc. begins with the target sound.
- If it does the child says the name of the object etc. using the appropriate ‘cued articulation’ sign.
- The class then copies the child using cued articulation and if necessary helps the child to use the sign correctly.
- The child then sticks the picture on the appropriate object.
- Another child is chosen and the game continues in the same manner until all the cards have been placed

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

8. SOUND BOOKS AND POSTERS.

A. CLASS SOUND BOOK.

** You may need a brainstorming session with the class first before playing this game getting children to offer suggestions as to what things begin with the special sound.*

Other materials:

- Magazines for cutting pictures from.
- For prep children: Master sheet for photocopying individual student sheets.
- Copies of the master for each child.

PROCEDURE:

- Your children could work individually or in groups.
- With prep children you may want to make a master sheet with the target sound written in the middle or at the top of the paper and photocopy off a sheet for each child or the children could copy the sound from the blackboard. Older children can write their own sound.
- Ask the children to trace over the letter in the colour which matches the colour coding for the target sound.
- Ask the children to find pictures from a magazine or to draw pictures that *begin with the target sound*.
- Collect all the children's' work and bind them into a class book that can go on display and then later into the 'speech corner'.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

B. PERSONAL SOUND BOOKS

** You may need to a brainstorming session with the class first before playing this game getting children to offer suggestions as to what things begin with the special sound.*

Write these up on the board so that your children can copy them if they need help in spelling any words.

Other materials:

For prep children:

- Master sheet of the sentences to be used, for photocopying individual student sheets.
- Copies of the master for each child.

PROCEDURE:

- Write a simple sentence onto a piece of A4 paper.
- Use this as your master for photocopying a copy for each child.

eg. I begin with **p** said the **p**..... .

This is a **p**..... .

Here is a **p**..... .

The sentence could also relate to a class activity or game. e.g. ‘The picnic game’.

I am going on a **p**icnic. I am taking a **p**..... .

- Photocopy the master and give each child several sheets. Older children can plan and write their own sentences or copy sentences from the blackboard.
- Ask the children to draw a picture above the space and also an appropriate word in the space.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

C. OUR SOUND POSTER..

** You may need to a brainstorming session with the class first before playing this game getting children to offer suggestions as to what things begin with the special sound.*

Other materials:

- Project or poster size sheets of paper.
- Magazines for cutting pictures from.
- Coloured paper that matches the colour coding for the target sound.

PROCEDURE:

- Your children could work individually or in groups.
- Place a large piece of paper which will be ‘the sound poster’ on the floor.
- Write the target sound in the middle or at the top of the paper.
- Ask a child to trace over the letter in the colour which matches the colour coding for the target sound.
- Ask the children to find pictures from a magazine *that begin with the target sound.*
- Ask the children to paste these to onto coloured pieces of paper that match the colour coding for the target sound and then onto the poster.
- Alternatively the children could draw pictures that *that begin with the target sound* onto the coloured pieces of paper and then paste these onto the ‘sound poster’.

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

9. MISCELLANEOUS GAMES.

A. MR VEGETABLE MAN.

Other materials:

- Vegetables
- Toothpicks
- Chopping board and knife.

The following vegetables could be used for the body.

<i>lip poppers</i> <i>p and b</i>	-	potato, parsnip
<i>throat scrapers</i> <i>k and</i>	-	carrot
<i>hissers</i> <i>s and z</i>	-	zucchini

PROCEDURE:

- Choose one vegetable as the body and then other vegetables starting with the same sound as the eyes, nose , arms etc.

eg. Mr Potato Man *for p and b.*

body - potato.
eyes - dried beans or fresh peas.
nose - dried beans or fresh peas.
arms - fresh beans.
legs - strips of parsnip.
ears - segments of broccoli

. Cut up the vegetables for the children and ask them to assemble their vegetable man.

Ask the children to talk about their vegetable man to a small group or to the class using the appropriate 'cued articulation' signs as they do so.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

10. SOUND STORY ACTIVITIES.

A. STORY CLOSE ACTIVITIES.

- **COMMERCIALY AVAILABLE STORIES.**

** There will be many books already available in your school to use as a story close activities with 'cued articulation', particularly those using rhyme.*

There are other books you can use that have a particular character which gives you the opportunity to do lots of practice cueing certain sounds. eg. the Mr Men books - Mr Funny, Mr Jelly, Mr Chatterbox. For younger children, abridged versions of some of these are sometimes published in magazines.

Some activities you can try are:

- Try reading one of these stories to your children using 'cued articulation' on a few key words.
- Ask your children to listen for any words containing the special sound.
- Ask your children to listen for a key word/s in the story that begin with the special sound.
- Ask your children to listen to a story and to then retell the children to story using 'cued articulation' on a few key words.

- **TEACHER SCRIPTED STORY CLOSE ACTIVITIES.**

Make up your own stories which can be about your own school and local community. You could also base it on a child in your class choosing a different child each day.

e.g. There was a boy named B.....
He rode a
One day he went to the b.....
At the beach he liked to go for a swim on his boogie b..... .
But he ripped his b.... so he had to go in .
After his swim he played with his b.....

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

B. BUILD A STORY.

Materials: Pictures of things which begin with the target sound.

PROCEDURE:

- Ask the children to facing the blackboard with all the pictures in front of them.
- With younger children you will need to start the story yourself with a starter sentence, with older children you could decide this through class discussion of possible beginnings.
- A child is selected to start building the story by picking up a card, saying the starter sentence and adding another sentence about the picture using the appropriate ‘cued articulation’ sign
- The game continues with the child on the left repeating what the first child said and adding one sentence about his/her picture using ‘cued articulation’.
- The game continues in this manner with the story getting longer and longer.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

11. SONGS, POEMS AND RHYMES.

* Do not use difficult tongue twisters as these are usually too difficult when children are starting to use 'cued articulation'.

A. SONGS.

The following resources contain many suitable songs that are suitable for a range of ages:-

1. The Cued Articulation Song book.

A new verse is introduced to the class as each new sound and its associated 'cued articulation' sign is learned.

2. 'The Singing Alphabet Cards' by Elizabeth Love and Sue Reilly.

These cards are an excellent resource which can be used in the same way as the above song book.

3. Oxford University Press Publications.

- A series of three song cassettes and illustrated song books which are all easy to sing along to:-

'Ride -a -cock horse' by Ian Beck and Sarah Williams.

'Round and Round the Garden' by Ian Beck and Sarah Williams.

'Oranges and Lemons' by Ian Beck and Karen King.

- 'Squashed Bananas, Mouldy Sultanas. A diet of chants' by Lynda Cutting and Jeni Wilson.
- 'Jazz Chants' by Carolyn Graham

4. 'Merrily, Merrily. A book of songs and rhymes'.

Compiled and published by the Nursing Mothers' Association of Australia.

*CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.*

11. SONGS, POEMS AND RHYMES. cont.

5. 'Wee Sing Children's songs and fingerplays' by Pamela Conn Beall and Susan Hagen Nipp.

Published by Budget books Pty. Ltd.

6. 'Sing As We Go. The Family Car Song Book' by Helen Exley.

Published by Exley Publications Ltd.

7. 'Playschool song books' Hickory Dickory Dock and Hey Diddle Diddle.

8. Many children's 'sound songs' can be used and verses added as new signs are learned.

eg. Old Macdonald had a farm
I went to visit a farm one day

9. Other songs can be adapted and words made up words to fit each sound.eg. Using the tune of 'The wheels of the bus go round and round'

eg. The train on the track goes ch ch ch
The mummy tells the baby sh sh sh
The cricket in the garden goes g g g

**CLASSROOM ACTIVITIES TO TEACH CHILDREN ABOUT SOUNDS.
PREP - 2.**

11. SONGS, POEMS AND RHYMES. cont.

B. POEMS AND RHYMES.

** There will be many books already available in your school containing suitable poems and rhymes to use with 'cued articulation'.*

For other sources see:-

- Raps and Rhymes.
- Jump for Joy. More Raps and Rhymes.
 Selected by Susan Hill . Eleanor Publications
- the song books above also contain poems and rhymes.

- contact your local Speech Pathologist who will generally have copies of many easy rhymes for each sound.