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DIAGNOSIS AND REMEDIATION OF DIFFICULT
CONSONANT SOUNDS AT THE PRIMARY LEVEL

by

Helen Marie Weber

B.A., Montana State University, 1946

Presented in partial fulfillment of the
requirements for the degree of
Master of Education

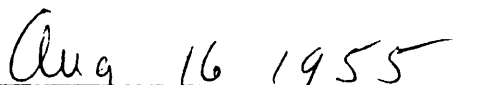
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H. W.

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PART I

CHAPTER I

INTRODUCTION TO THE PROBLEM

The problem of the speech-defective child has long been a matter of great concern to primary teachers of the Butte, Montana Public Schools, District Number One. These teachers are willing to help children having speech difficulties, but they do not have adequate background or experience for doing such. Many primary children in the Butte School System have considerable difficulty with consonants in speech and reading. The writer hopes that the material presented in this paper will be of immediate value to the first and second grade teachers, so that they can eventually help these children in their classwork in speech and reading.

A defective speech problem should be the concern of the home, the school, and, if need be, the physician. No child should be left unattended if he has a speech difficulty. Believing this, the writer for many years has carried on a program of speech correction, first with the children in special classes in Butte Public Schools, and during the past eight years, with speech defectives from the seventeen elementary schools. The speech-defective children of the latter classes were subjected to work in

dramatics, declamation, and public speaking, with the belief that the skills which are necessary for success in these arts are similar to those needed for the development of correct speech.

The problem of the speech defective then, must be met in the home, the school, and by the doctor. Practically no agency has assumed responsibility for the teaching of correct speech in children. In general, the public schools do not offer class work in the development of speech as they do for the development of reading, spelling, and number work.

In many cases the parents note their pre-school child's speech difficulty at home, but do nothing about it, assuming that the school will take care of the matter after the child enters. Many of these parents also entertain the erroneous idea that a speech defect will take care of itself unattended.

In the past, too many children have been sent to school with speech defects, and have been given little, if any, attention in this matter. At the completion of the first year, many of these children have been retained in the first grade, primarily because of an uncorrected speech difficulty and, which is so often associated with reading difficulty.

Sometimes the tongue-tiedness theory is advanced to explain such situations as this. It is supposed here that a physician can remedy this condition by a minor operation. During her many years of experience in dealing with speech-

defective children, Dr. Catherine Nutterville¹ has never seen a child who could be correctly diagnosed as tongue-tied, and has on record the history of only one who was diagnosed as tongue-tied at birth. Very few children are born with this condition, and modern physicians never permit a newborn child to leave their hands until they have made an examination for this as well as for many other defects. If an infant is tongue-tied at birth, the defect is corrected surgically very early in the life of the child, according to Dr. Nutterville.²

There is some basis for believing that a child will "out-grow" a speech defect. Learning to express oneself is a developmental process. By the trial and discovery method he does learn to talk. Van Riper³ discusses how children learn to talk. From the first through the sixth month of life, the child goes through a stage of crying and whimpering, sucking, swallowing, belching and smiling. Coordination developed in these activities are used in speech development. From the seventh through the ninth month tone variation and inflection in vocal play make an appearance. After the ninth month the normal child learns to say his true words by imitation. He responds to adult stimulation

¹Catherine Nutterville, "Speech Defects as a School Problem," (unpublished Master's Thesis, Montana State University, Missoula, Montana, 1934), p. 1

²Ibid., p. 2.

³C. Van Riper, Speech Correction, Principles and Methods (New York: Prentice-Hall, Inc., 1947), pp. 69-81.

between the tenth through the twelfth month, and at eighteen months, the child's speech activity consists of meaningful words.

It is essential in the beginning stage of speech that children follow the course of effective speech development. Proper speech development is necessary, not only for self-expression, but in the appreciation of literature, dramatics, debate, declamation, music, and even art. The speech that obtains from permitting a child to "outgrow" a speech defect, particularly a lisp, is seldom the speech that will give a child confidence in having something to say and knowing how to say it so that people will listen to him.

The following pages are the result of both intensive and extensive work in speech improvement and correction. No "new" system is used. These pages are written to help especially primary teachers to develop in children the ability to talk with at least normal fluency and clearness. Much of the literature on the correction of speech defects is so technical that the classroom teacher is unable to read it with understanding. Some teachers are misled into believing that quick results are available in correcting speech defects, simply by reading books and pamphlets. For the average teacher with very little background in speech correction work, this literature would in most cases be too difficult to assimilate and apply in classroom situations. Therefore the material contained in this paper is submitted with the hope that the teachers will find it of value in

doing a better job of helping speech-defective children in their classes.

It may be said that this professional paper consists of two main parts. The first part, the paper proper, includes the introduction, the related literature and background material, the collection and interpretation of data, follow-up remedial techniques, suggestions, summary and conclusions. The second part consists of the specially prepared index that is closely related with the follow-up remedial techniques and suggestions section. The nature of this index is such that it will be easily developed into a handbook for teachers' use.

I. STATEMENT OF THE PROBLEM

Van Riper⁴ states that we cannot deny the right of the speech handicapped child to his place in the scheme of civilized living. It goes without saying that the speech-defective child is penalized in recitation or communication classes by his inability to communicate as normally speaking children do. Many classroom teachers would be willing to help these children if they had a better knowledge of, and had on hand, appropriate diagnostic and remedial materials, and if they had someone in the school to direct their working with these children.

The above situation has prevailed in the Butte Public

⁴Van Riper, op. cit., p. 4.

School System. A number of primary children had and continue to have great difficulty with consonants in speech and reading. And it has been apparent that teachers in the system have been in need of speech correction techniques and supervision in the use of such. The purpose of this problem is to help alleviate this condition.

II. IMPORTANCE OF THE PROBLEM

With respect to the education of children, there is value in a study which has an objective of revealing how to bring about the best possible adjustment of the individual student to school situations. The writer hopes that some such value may ensue from this report. However, it is hoped that an even more important value may obtain from the use to which this information may be put. The data obtained from the questionnaire is of little value unless the teachers make practical use of the findings in their every day teaching situations.

The classroom teacher must be certain that all of her students become acquainted with, and understand the problems that confront the speech-defective child in school. It is important to the speech defective that other students who speak normally do not discriminate against him merely because he does not talk as they do.

The teacher in countless ways creates a classroom atmosphere that is in some degree favorable or unfavorable to the development of the best speech of which each child is

capable. She encourages certain attitudes, and discourages others. She sets an example for her pupils by favoring certain standards of speech, voice, and language. From the speech correctionist's point of view, the teacher creates an atmosphere, unknowingly at times, in which the child with a speech defect is either demoralized or is helped to improve his speech. Because many children imitate the teacher's speech, the teacher cannot be too careful with regard to her classroom speech.

Because many teachers believe that primary children have more difficulty with consonant sounds, it was decided for this study to determine which of these sounds were most troublesome to the children. As will be noted later this was done by teacher testing in the reading and phonics classes, and testing by the speech correctionist in speech class.

Many of the teachers indicated an interest in receiving techniques for diagnosing specific speech defects. They also requested adequate remedial material that would be of value for classroom work to help the speech-defective child become better readers and better speakers. Adequate remedial devices compiled for the teachers will be found in the Appendix.

A particular principle advocated in the field of mental health is being recognized more and more. The responsibilities of the school include far more than the

mere teaching of subject matter. The child must be prepared for his life in a democracy. He must be taught to develop a healthy body, an educated mind, self-discipline, self-reliance, and social-mindedness. He must be helped to adjust happily and successfully to the American pattern of living.⁵ The teacher holds a good share of this responsibility.

III. DELIMITATION OF THE PROBLEM

This problem was restricted to the School District Number One of Butte, Montana. The work was done at the first and second grade levels of seventeen elementary schools. There were 27 first grade rooms participating, including 85 boys and 43 girls, a total of 128 children. There were 24 second grade rooms, 61 boys and 47 girls, a total of 105 children.

IV. DEFINITION OF TERMS

Speech defect. Speech may be termed defective, according to Van Riper,⁶ when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted.

⁵American Association of School Administrators, "Health in Schools," Twentieth Yearbook (Washington, D. C.: Government Printing Office, 1942), p. 9.

⁶Van Riper, op. cit., p. 15.

Consonants. Speech sounds, states Nemoy,⁷ are generally divided into two main classes, the vowels and the consonants. There are twenty-five consonant sounds including the unobstructed consonant h. They are h, wh, w, p, b, f, v, th, t, d, s, z, sh, zh, ch, j, l, r, y, k, g, m, n, and ng.

Articulatory disorders. Under disorders of articulation, Van Riper⁸ includes all the disorders characterized by the substitution, omission, addition, and distortion of the speech sounds. For example, baby talk would come under this, also defective consonant sounds, lisping, delayed speech, and oral inaccuracy which is a "wastebasket" term for any mild articulatory defect.

⁷Elizabeth Nemoy, Serena Davis, The Correction of Defective Consonant Sounds (Boston, Mass.: Expression Company Publishers, 1937), p. 30.

⁸Van Riper, op. cit., p. 20.

CHAPTER II

REVIEW OF RELATED LITERATURE AND BACKGROUND MATERIAL

The field of speech correction is generally included in the area of speech education. Numerous books and articles have been written on speech correction that are available for classroom teachers.

Helpful books. The writer could not possibly read all the related literature on consonant difficulties with children, but she made an honest effort to read books that pertained to this problem. Some comments on the most helpful materials selected are appropriate at this point. Speech Training for Children, by Margaret and Smiley Blanton¹ is a practical volume written in an understandable style with no attempt to be unduly technical. It is a good book on the hygiene of speech. The authors in referring to discipline and tension in the school say:

During the period devoted to the practice of exercises for speech, it is vital that all forms of discipline be abandoned. This period should be a relaxing moment for class and teacher.

¹Margaret and Smiley Blanton, Speech Training for Children (New York: The Century Company, 1939), p. 62.

Many teachers recognize the importance of muscular control and exercises for speech development. Scripture² realized this and wrote a special chapter with emphasis on tongue gymnastics, lip gymnastics, relaxing the jaw, fixation of the larynx, jaw position, and palatal arch. He also prepared lists for the following consonants in initial, medial, and final positions: p, b, t, d, k, g, ch, j, f, v, s, z, sh, th, w, y, r, l, m, n, ng.³

Greene and Wells⁴ also stresses the importance of exercises for the tongue, lips, jaw, teeth, and palate in the correction of the difficult consonant sounds. This source provides excellent discussions on consonants, with pictures and drawings to show how to make the correct consonant sounds. There are also many lists of words to improve consonant sounds. Teachers will find this book very helpful.

Nemoy and Davis⁵ have written an entire book which deals with consonant sounds and teacher lesson plans. Each of the following aspects of the sound is considered: formation, variation in connected speech, classification, spellings, combinations, errors in production, and suggestions

²E. W. Scripture, Stuttering and Lispings (New York: MacMillan Co., 1914), pp. 225-228.

³Ibid., pp. 228-244.

⁴James S. Greene and Wells, The Cause and Cure of Speech Disorders (New York: MacMillan Co., 1927), pp. 223-251.

⁵Elizabeth Nemoy, Serena Davis, The Correction of Defective Consonant Sounds (Boston, Mass.: Expression Company Publishers, 1937).

for correction. There is also a chapter devoted to the presentation of each consonant by means of an ear training story or poem. These presentations are purported to give the children practice in ear training, listening to the consonant sounds in syllables, words, word groups, sentences, poems and informal speech.

Van Riper⁶ covers the entire field of speech correction. This book is not technical and contains good background material to help teachers in dealing with the speech-defective child. There is a chapter dealing with the treatment of articulatory disorders that discuss the following:

1. General principles of treatment for consonants.
2. Methods of teaching a new consonant sound.
3. Strengthening the new consonant sound.
4. Making the transition to familiar words.
5. How to get the child to use the new consonant sound consistently.

Teachers will find in Stoddard's⁷ book many aids designed to teach small children how to produce correctly the simple consonant and vowel sounds commonly used in English. This material can be used for both speech improvement and as speech correction work.

⁶C. Van Riper, Speech Correction, Principles and Methods (New York: Prentice-Hall, Inc., 1947), pp. 159-207.

⁷Clara B. Stoddard, Sounds for Little Folks (Boston, Mass.: The Expression Company, 1944).

Pictures are usually helpful when working with consonant sounds. Finley⁸ has combined a picture book with short poems to be used for consonant sounds.

Some teachers find school newspapers a source for speech correction and speech improvement work. These weekly newspapers contain pictures and timely news stories for children.⁹

Periodical articles. Irwin's¹⁰ study is concerned with a study of the initial, medial, and final positions of various consonants found in the speech pattern of infants. One problem is to determine the nature of the development or mastery of consonantal sounds in each of the three positions--initial, medial, and final--during the first two and one-half years of the child's life. His summary states that according to the available evidence the course of development of initial consonants during infancy is linear (having a straight direction), that of the medials is decelerating, and that the final is accelerating. The frequency of occurrence of initial consonants in infant vocalization is greater than that of medials and the latter is

⁸Grace S. Finley, Speech and Play (Boston, Mass.: The Expression Company, 1950).

⁹William Grey, (ed.), My Weekly Reader Newspaper (Columbus, Ohio: Merrill Publishing Company, 1959).

¹⁰Orvie C. Irwin, "Infant Speech: Consonantal Position," Journal of Speech and Hearing Disorders, 16:159-162, June, 1951.

greater than that of the final consonants. Final consonants occur infrequently in the speech patterns during the first half year of life.

Black¹¹ in her study emphasized the non-phonetic character of our language. Many different sounds are found for one phonogram. Some were found to have as many as eleven pronunciations. There is general agreement that some phonetic training should be given to help the child in learning to use consonants correctly in speech and reading along with instruction in other types of word recognition technique. Her conclusions stated that consonant situations in syllables appear to be almost evenly distributed between initial and final positions in the syllables. Very few consonant situations appear in the medial parts of syllables. Single letter consonant phonograms constitute the majority of the consonant situations, according to Black in her report. These phonograms tend to occur more frequently in the initial parts of the syllables than in the final parts. Some consonants appear only in the medial parts of syllables. The r consonant in combination with a vowel or consonant appears as a phonogram in the final position about twice as frequently as they do in the initial position.

Many of the Child Development Abstracts¹² contain

¹¹Elsie Benson Black, "A Study of the Consonant Situations in a Primary Reading Vocabulary," Education, 72: 618-23, June, 1951.

¹²W. G. Wesley, "Study of School Progress of the Left-Handed Pupil," Report of the Child Development Abstracts, Abstract #1857 (Cleveland, Ohio: Public School Publishing Co., 1930).

data concerning studies of left-handedness as it affects speech. The weight of the authority of these studies is decidedly in favor of non-interference with handedness.

The following quotation is typical:

In a study of 18,560 pupils, 4 per cent were found to be left-handed and 4 per cent had changed from left hands to right for writing. Six per cent of the right handed, 12 per cent of the left-handed, and 15.8 per cent of the left-to-right transfers were grade repeaters. It is pointed out that teachers should be patient with left-handed pupils since the latter must translate right handed instruction to their own methods, appears to be slower to comprehend directions, and are handicapped by classroom seating arrangements. The author points out that while no one is exclusively one-handed, preferred handedness should not be changed because this may effect the speech of the child.¹³

Other classroom materials. Bryngelson and Glaspey¹⁴ have on the market a folder of speech improvement cards. These are cards in which consonant sounds and words are matched to pictures. Games may be played with these materials. This folder contains:

1. Test cards and speech record blanks.
2. Picture cards and key sheets.
3. A game: "Picture Nine Game Cards and Spinner."

This is indeed helpful related material for working with consonant sounds.

There are several books available for classroom

¹³Ibid.

¹⁴A. Bryngelson and P. Glaspey, Speech Improvement Cards (New York: Scott Foresman and Company, 1941).

teachers' use. An aid for primary children and a teacher's manual to accompany it is put out by Lloyd.¹⁵ Exercises and poems for consonants are available in this book.

Another book by Lloyd¹⁶ continues on where the first book leaves off. A teacher's manual also accompanies this book.

There is an excellent book by Birmingham¹⁷ for use with junior and senior high school students. Teachers in the first and second grades should be familiar with the speech problems in consonant sounds which cause trouble for older students.

For the improvement of articulation and rhythm in speaking, Walsh¹⁸ has set jingle sequences to music. The children like these, and this approach is helpful in teaching consonant sounds.

Rasmussen¹⁹ has published a book designed to meet the important and practical need of elementary school children having speech problems. It is especially helpful to the teacher for teaching consonant sounds.

¹⁵M. Pearl Lloyd, Our First Speech Book (New York: Newson and Company, 1942).

¹⁶M. Pearl Lloyd, Our Second Speech Book (New York: Newson Language Art Series, 1942).

¹⁷Anna J. Birmingham and George Krapp, First Lessons in Speech Improvement (New York: Charles Scribner's Sons, 1922).

¹⁸Gertrude Walsh, Sing Your Way to Better Speech (New York: E. P. Dutton and Co., Inc., 1948).

¹⁹Carrie Rasmussen, Speech Methods in the Elementary School (New York: The Ronald Press Co., 1949).

Many classrooms could benefit by Huber's²⁰ book of poems for primary children. Many nursery rhymes are included therein.

A teacher cannot have too many books of jingles and exercises for improving the consonant sounds of primary children. Special emphasis is placed on consonants in a book by Wood.²¹

Another jingle book that is adapted to children of all ages and one that stresses consonant sound games is a second book by Wood.²² This one is especially good for children in grades one and two.

For children who have a reading difficulty attributed to articulatory difficulties which in turn are attributed to defective consonants, Schoolfield's²³ book should be useful. This book is also good for speech class work.

Since children enjoy the nursery rhymes so much teachers can vary the speech program by using rhymes. Only because most schools have nursery rhyme books on hand, no space has been devoted to such in this paper.

Another good reference source of rhyming poems are

²⁰Miriam Huber, Herbert Bruner, Charles Curry, The Poetry Book (Chicago, Ill.: Rand McNally Company, 1929).

²¹Alice L. Wood, The Jingle Book for Speech Correction (New York: E. P. Dutton and Co., Inc., Publishers, 1934).

²²Alice L. Wood, Sound Games (New York: E. P. Dutton and Co., Inc., Publishers, 1949).

²³Lucille D. Schoolfield, Better Speech and Better Reading (Boston, Mass.: The Expression Company, 1937).

Reed's²⁴ Golden Books. They are especially adaptable for classroom speech work because they contain pictures associated with jingles and poems.

The use of recordings. Classroom teachers have constantly increased their use of speech records. Certain records by Scott²⁵ are good for specific consonant sounds.

They are also good for influencing relaxation. Cole²⁶ has made recordings of delightful stories using all consonant sounds that helps to build oral language. These are two albums.²⁷ The Bresnahan Album²⁸ integrates instruction in auditory training and provides speech material especially good for work with consonant sounds.

Miscellaneous aids. Dolch²⁹ has published several reading aid devices that can be used to teach consonant sounds. His consonant lotto game teaches the most important consonants and consonant blends. A complete course in

²⁴Mary Reed, The Golden Books (New York: Simon and Schuster, Inc., Publishers, 1948).

²⁵Louise Scott and Lucille Wood, Listening Time Speech Album (St. Louis, Mo.: Webster Publishing Company, 1950).

²⁶Mable G. Cole, How You Talk Speech Album (New York: American Book Company and Decca Records, Inc., 1950).

²⁷Mable G. Cole, Speech Record Album (St. Louis, Mo.: Webster Publishing Company, 1950).

²⁸Marie Bresnahan and Wilbert L. Pronovost, Let's Listen Speech Album (Boston, Mass.: Ginn and Company, 1950).

²⁹E. W. Dolch, Consonant Lotto Game, (et al), (Champaign, Ill.: The Garrard Press, Publishers, 1948).

phonics is included in Dolch's Group Sounding Game. Parts of this can be used in the teaching of consonants. The McCormick³⁰ Mathers Phonics Key Cards are also good for teaching consonants. All these are aids to speech and reading which teachers will find helpful in a class program.

What is being done in other Montana cities to help the speech defective child. To the writer's knowledge there are only two public school systems in Montana carrying on a full time speech correction program. In addition to Butte and Missoula, Anaconda in the past few years has carried on a part time speech correction program.

In the Anaconda³¹ public school system, Mrs. Charlotte Wurl has a speech correction program for one-half day a week. Tests are given to decide which children need help. Mrs. Wurl meets with teachers and parents to secure information for case histories. An in-service training program is carried on to help children in small remedial speech classes. Materials and exercises are sent to the teachers and parents to help carry on the work the remainder of the week.

Billings: Cerebral Palsy Center: Eastern College of Education. Mr. Bob Mattson³² is Administrator and Coordinator of the Cerebral Palsy Center of the Eastern College

³⁰No author, Phonics Key Cards (Columbus, Ohio: The McCormick Mather Publishing Company, 1951).

³¹Interview with Ann Malloy, Fourth Grade Teacher in the Anaconda, Montana Public Schools, June 27, 1955.

³²Report of Bob Mattson, Eastern College of Education, Billings, Montana, at the meeting of the Speech and Hearing Committee, March 26, 1955, Helena, Montana.

of Education. He is a speech correctionist but is not functioning as such at present because he does not go into the public schools to work with children. There are two speech therapists on the staff for organic speech problems.

Billings: Private Clinic. Mrs. H. C. Ryniker³³ and Mrs. Mary Ellen Turner conduct a private speech correction clinic for children and adults and are licensed therapists.

Bozeman: Montana State College. Mrs. Kay Roberts³⁴ is a speech correctionist on the faculty of Montana State College. She has charge of teachers' courses in speech correction at the college level. She goes into the public schools in Bozeman for the speech defective children who serve as students for her cadets in the college classes. This is a student orientation program.

Butte: There is a full time speech correctionist in the public school system of seventeen elementary schools. A program of speech improvement is part of the speech correction program. Each school has a special time and day for this program, so the writer had had the opportunity to use the lesson plans, exercises, devices, games and books that are discussed and listed in this paper. The writer works with principals, teachers, parents, and school nurses, and without their help the program would not be possible.

³³Report of Mrs. H. C. Ryniker at the meeting of the Speech and Hearing Committee, March 26, 1955, Helena, Montana.

³⁴Report of Mrs. Kay Roberts at the meeting of the Speech and Hearing Committee, March 26, 1955, Helena, Montana.

Great Falls: Mrs. Thora Baker³⁵ is a full time speech therapist at the Y.M.C.A. Center in Great Falls. She does not go into the public schools to work as she is sponsored by the National Society of Crippled Children. She works with the Medical Society, the Nurses' Association, and takes private cases.

Missoula: Montana State University has on its faculty Dr. Seedorf and Mr. Seth Fessenden in the speech correction department. They conduct classes in Speech Correction and Speech Clinic Practice, and train students in this field.

Missoula Public Schools: Mr. Herb Carson³⁶ is a full time speech correctionist. He works with all types of speech-defective children. He deals with parents and teachers making home visits to gather information for case histories. During the year he holds meetings for parents and teachers concerning speech problems as he advocates making clinicians of mothers and teachers.

Other Montana towns.³⁷ The writer interviewed several teachers on the campus at Montana State University from different towns in Montana concerning speech correction in the schools. The teachers are doing the best they can with the speech defective children in phonics classes, language

³⁵Report of Mrs. Thora Baker at the meeting of the Speech and Hearing Committee, March 26, 1955, Helena, Montana.

³⁶Interview with Herb Carson, Speech Correctionist in the Public Schools, Missoula, Montana, June 23, 1955.

³⁷Interviews with several Montana teachers. (Name of the teachers' school systems withheld by request.)

and reading classes. In some of these towns, married women who have been speech correctionists in the past, take private cases.

The interviews convinced the writer that many speech defective children in Montana public schools are receiving little or no therapeutic help. Many teachers reported that they would be willing to work with these children if someone would assemble the kind of information that would be meaningful to them.

Although the people and institutions mentioned above are working in the field of speech correction, no one is carrying on a program similar to or as extensive as the program described in this paper.

CHAPTER III

SOURCES OF DATA AND PROCEDURE

SOURCE OF DATA

The questionnaire. Answering questionnaires is considered by many a burden, and some schools and teachers refuse to answer them. It is felt by many that filling out questionnaires is too time consuming with no benefits obtaining. However, because of promised cooperation beforehand, the questionnaire technique of obtaining information was selected for use in this project. Before the questionnaire was drafted, the writer made a careful study of the problem to determine the scope of the study. The objectives of the questionnaire were to secure information about: (1) the home background of the child, (2) the school background of the child, (3) and any speech defect attributed to consonant sounds.

Figure 1, page 25, is an illustration of the questionnaire that was developed to obtain information from the teachers on children whose speech defect was defective in consonant sounds. It can be seen from this figure that this form included information pertaining to the home and school background of the child, plus certain pertinent physical data.

Mr. James Munro, Adviser
School of Education
Montana State University

School Franklin

Helen Weber
(Professional Paper)
for
Diagnosis and Remediation of the Difficult
Consonant Sounds at the Primary Level

CONFIDENTIAL DATA NEEDED TO FACILITATE SPEECH CORRECTION WORK

1. DATE November 1, 1954
2. NAME OF CHILD HAVING DEFECTIVE CONSONANTS IN SPEECH

3. AGE OF CHILD, YEARS 7, MONTHS
4. PRESENT SCHOOL Franklin
5. PRESENT TEACHER Miss Ethel Orso . 6. PRESENT GRADE 1
7. YEARS SPENT IN GRADE 1, 1, YEARS SPENT IN GRADE 2,
8. OCCUPATION OF FATHER, Miner
9. OCCUPATION OF MOTHER, Housewife
10. NUMBER OF CHILDREN IN THE FAMILY 2
11. ORDER OF THIS CHILD IN THE FAMILY Second
12. MARITAL STATUS OF THE HOME:
 - a. both parents and child living together Yes
 - b. child living with one parent which one?
 - c. parents divorced , parents married but separated
 - d. child living with a person other than a parent with whom?
13. ECONOMIC STATUS OF THE HOME:
 - a. dependent
 - b. marginal
 - c. moderate
 - d. comfortable X
 - e. abundant

(continued on following page)

FIGURE 1 (continued)

14. IS A FOREIGN LANGUAGE SPOKEN IN THE HOME? YES ____, NO X

15. PERTINENT PHYSICAL DATA: Good

Mumps, February 1955

Average I.Q. Learns quickly. Vision 20/20

16. COMMENTS:

Needs much training in oral expression. She has an

earnest and sincere desire to develop right habits

of speech.

Speech diagnostic chart.¹ Figure 2, page 28, is an illustration of the chart used to collect information for the identification of consonant and vowel errors in speech. (The vowel errors were not included in this study.) The chart is used for checking faulty speech sounds in the initial, medial, and final positions in words.

Teacher's request for nursing service. Figure 3, page 29, is an illustration of the form used by the speech correctionist to secure the services of the nurse for the purposes of obtaining pertinent information from her. It may be seen from this figure that these forms are available through the school nurse from the Montana State Board of Health.

The speech correctionist's case study files. This included information obtained over long periods of time from health records, school records, psychological records, interviews with teachers and parents, observations of and interviews with the children. Information from other schools was also included.

Speech correctionist's special school file. These are files begun and maintained by the speech correctionist on children who have been referred for special help, or who

¹Lucille D. Schoolfield, Better Speech and Better Reading (Boston, Mass.: The Expression Co., 1937). For further information on use of this chart, see page 137 of this book.

Speech Diagnostic Chart*

School Franklin Grade 1
 Name Michelle Ritter Date of Birth 1948/8/2
 Address 18 Copper St. - Meaderville, Mont.
 Date of Test Nov. 1954 Corrected No
Feb. 1955

Remarks:
Protrusion "S" lip
She needs to return to speech class
in September 1955.

Examined by Ethel Oreo
Helen Heber Speech Correctionist Teacher.

FIGURE 2

Diagnostic Chart*—Articulation Test

Initial	Medial	Final	Initial	Medial	Final	Initial	Medial	Final	Initial	Medial	Final	Initial	Medial	Final	Initial	Medial	Final	Vowels	Vowels
1	p		15	l		26	r		39	s		50	z		67	k		78	a
2	b		16	bl		27	br		40	sk		54		68	bz	lk		77	i
3	m		17	cl		28	cr		41	sm		55		69	dz	qu		78	o
4	wh		18	fl		29	dr		42	sn		56		70	lz	squ		79	ou
5	w		19	gl		30	fr		43	sp		57		71	mz	x (ks)		80	oi
6	f		20	pl		31	gr		44	st		58		72	nz	g		81	u
7	y		21	sl		32	pr		45	sw		59		73	ngz	x (gz)		82	u
8	th		22	spl		33	scr		46		fs	60		74	thz	ng		83	a
9	th		23		dl	34	shr		47		ls	61		75	vz	h		84	oo
10	t		24		tl	35	spr		48		ns	62						85	oo
11	tw		25		zl	36	str		49		ps	63	zh					86	o
12	d					37	tr		50		ts	64	ch					87	o
13	dw					38	thr		51		sts	65	j					88	a
14	n								52		ths	66	y						

* Note: Numbers on the chart correspond to numbers of the "Diagnostic Sentences" and "Diagnostic Test Words." For use of chart see p. 138, *Better Speech and Better Reading*, by Lucille D. Schoolfield.

TEACHER'S REQUEST FOR NURSING SERVICE

....., Grade.....
Name of Pupil

is being referred to you for the following reason:

.....
.....
.....
.....

Date..... Teacher.....

Nurse's Report:

.....
.....
.....
.....
.....

Date..... Nurse.....

MONTANA STATE BOARD OF HEALTH, Division of Public Health Nursing.
No. MCH 18. 25M, 11-46

FIGURE 3

have been found by the speech correctionist in need of special help. The information included in this file has been and is being accumulated.

PROCEDURE

Ever since 1946 it became very apparent that in the Butte Public School System, diagnostic and remedial speech work with respect to consonant sounds needed to be done at first and second grade levels. A tentative plan of operation was devised and made known to the Superintendent of Schools. With his subsequent approval and encouragement this plan was put into operation. During the summer months of 1953-1954, a questionnaire was devised and (approved). An illustration and description of this appears above.

In September, 1954, permission was obtained from the Superintendent and through him from the Board of Education to circulate the questionnaire among the teachers of first and second grades. To facilitate this, the Superintendent at a principals' meeting, oriented the principal on the proposed speech project, which included instruction on the use of the questionnaire. Consequently, the principals passed on the same information and instruction to the teachers concerned.

The teachers had from November 1954, to March 1955 to submit the filled out questionnaires. The information included on the questionnaire was obtained informally from parents, school nurses, other teachers, observation of the

children, and various records.

Although it does not often happen, one hundred per cent return of the questionnaire was eventually obtained. Difficulty was experienced by some teachers in getting all the information especially in homes where both parents worked, where no phone was present, where parents were suspicious, or where parents were doubtful about information.

Frequently it was necessary to secure the help of the nurses in getting certain information. For instance, on one child the nurse found out that he consistently talked with a nasal quality because of an obstruction. This could not be removed until the polio season had passed. Figure 3 represents the means by which information was obtained from the nurse.

The speech diagnostic chart (see Figure 2, page 28) was clipped to each questionnaire and explained along with the questionnaire during the same group sessions at which the questionnaire was explained. These teachers were given from November 1954 to March 1955, to record defective consonant sounds on initial, medial, and final positions. The classroom teachers were instructed that whenever they would notice consonant errors on the part of any child they were to indicate such on the diagnostic speech chart. (See Figure 2.) From time to time the speech correctionist was consulted by the teachers concerning the procedure for using the Diagnostic Chart.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The purposes of this paper were (1) to determine through tests the consonants that were most troublesome to the primary children selected for the speech classes and (2) to supply the teachers with appropriate remedial materials to follow-up the classroom diagnosis.

Table I, page 33, shows the number of students classified with consonant speech defects in grades one and two of each of the seventeen elementary public schools in Butte, Montana, as determined by the results of the questionnaire. This table shows the total number of boys and girls with speech defects in each of the following consonants, s, r, l, v, f, ng, th, ch, and other articulatory sounds. For example: it can be noted in the first column to the left headed by "consonant s," that in the Greeley School, there were three boys and two girls in grades one and two having difficulty with the consonant s sound. In the bottom row of Table I, totals of consonant errors for boys and girls of all schools are found. For example, for all schools twelve boys and four girls had trouble with the v consonant sound.

Figure 4, page 34, is based upon the same data found

TABLE I

NUMBER OF STUDENTS CLASSIFIED WITH CONSONANT SPEECH DEFECTS GRADES ONE
AND TWO OF THE BUTTE PUBLIC SCHOOLS

School	Consonant														Other Articulatory Sounds			
	S		R		L		V		F		NG		TH		CH		B	G
	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
Emerson	7	1	6	2	4	1	2	0	1	0	1	0	5	1	1	2	2	1
Blaine	9	1	1	1	0	1	1	0	1	0	0	0	2	1	0	1	1	0
Franklin	3	3	2	1	0	0	0	0	0	0	0	0	0	1	1	0	2	2
Grant	6	2	4	4	3	0	2	1	2	1	0	1	4	0	2	2	4	2
Greeley	3	2	1	1	2	0	1	0	0	1	0	1	1	1	0	0	2	2
Harrison	2	1	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	2
Hawthorne	3	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson	6	3	3	1	1	0	0	0	1	0	1	0	2	0	0	0	1	1
Lincoln	5	3	3	2	2	1	0	0	2	1	0	0	4	0	1	0	2	1
Longfellow	3	0	3	0	2	0	0	0	0	0	0	0	2	0	0	0	3	0
McKinley	10	3	6	3	2	1	1	0	1	1	1	0	2	1	2	1	5	3
Madison	8	1	4	2	2	0	1	0	0	0	0	0	4	1	2	0	2	2
Monroe	3	3	1	2	3	1	1	1	1	1	0	0	3	3	1	1	1	3
Sherman	9	3	3	2	2	0	1	0	0	0	0	0	0	0	0	1	1	2
Washington	2	3	1	2	2	0	0	1	0	1	0	0	0	1	0	0	1	1
Web. Gar.	9	7	4	8	3	4	0	0	0	2	0	1	2	1	1	2	2	6
Whittier	5	7	3	4	6	1	2	0	0	0	2	0	3	3	0	0	4	1
Total	92	44	47	37	34	10	12	4	9	9	5	3	35	15	12	10	33	29

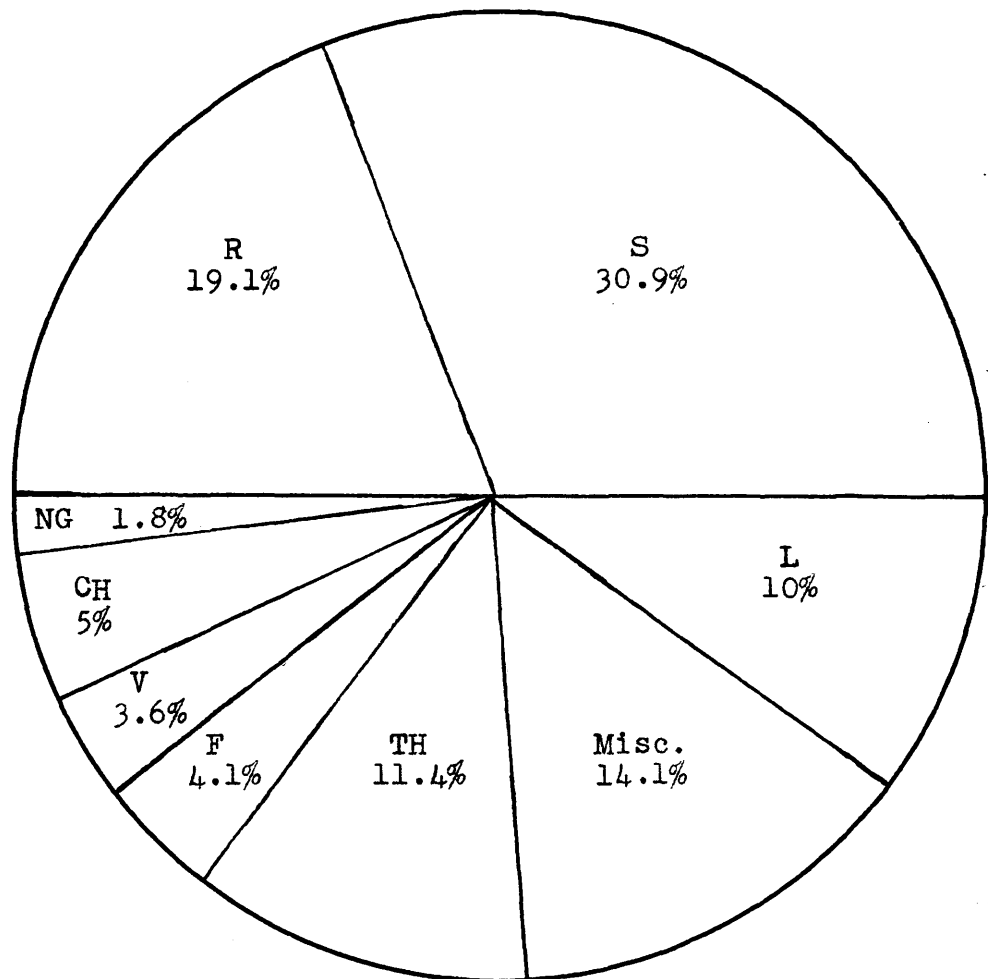


FIGURE 4

PER CENT OF CONSONANT SPEECH DEFECTS IN THE SEVENTEEN
PUBLIC ELEMENTARY SCHOOLS OF BUTTE, MONTANA

in Table I. It is a chart showing the amount of speech defects on a percentage basis. It can be seen from this figure that the consonants causing the most trouble were, in descending order, s, r, l, th, ch, f, v, and ng. All others constituted 14 per cent.

Figure 5, page 36, shows the total number of boys and girls in grades one and two of the seventeen schools that have difficulty with each of the following consonant sounds, s, r, l, v, f, ng, th, ch, and other articulatory sounds. For example, this figure shows that the sounds of s, r, th, and l, caused the most trouble.

Figure 6, page 37, shows the total number of consonant speech defective children in grades one and two for each of the seventeen elementary public schools in Butte, Montana. It will be noted in this figure that the Whittier School had the greater frequency of speech defective students. It should be pointed out here that this school has one of the greatest enrollments in the system. In contrast, the smallest frequency of speech defectives is the Harrison School. This school has the smallest enrollment.

The total number of speech defective boys for all schools is 146 or 63 per cent, and 90 girls or 37 per cent.

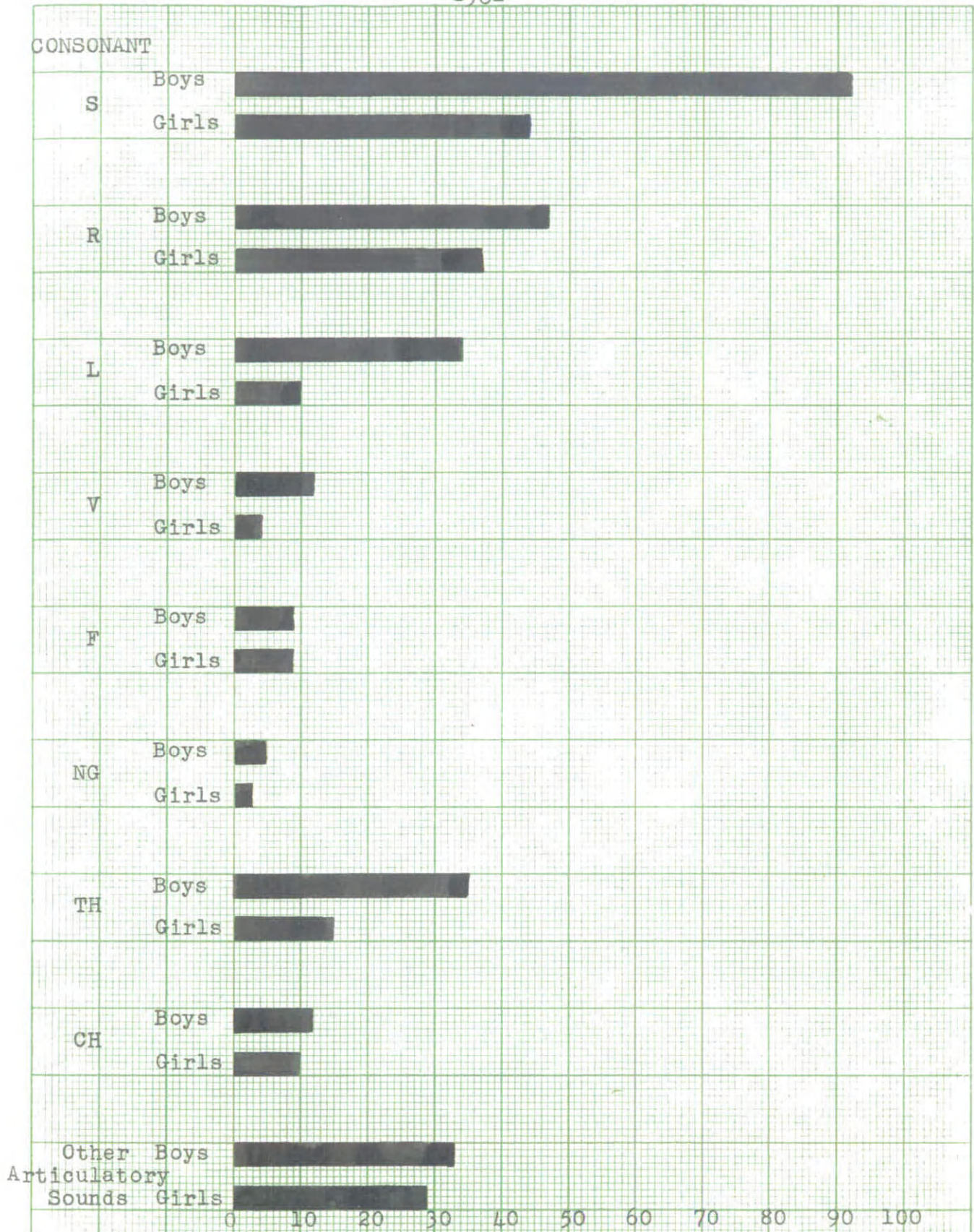


FIGURE 5

NUMBER OF CHILDREN IN GRADES ONE AND TWO OF THE SEVENTEEN ELEMENTARY SCHOOLS OF BUTTE, MONTANA SHOWING EACH CONSONANT SPEECH DEFECT

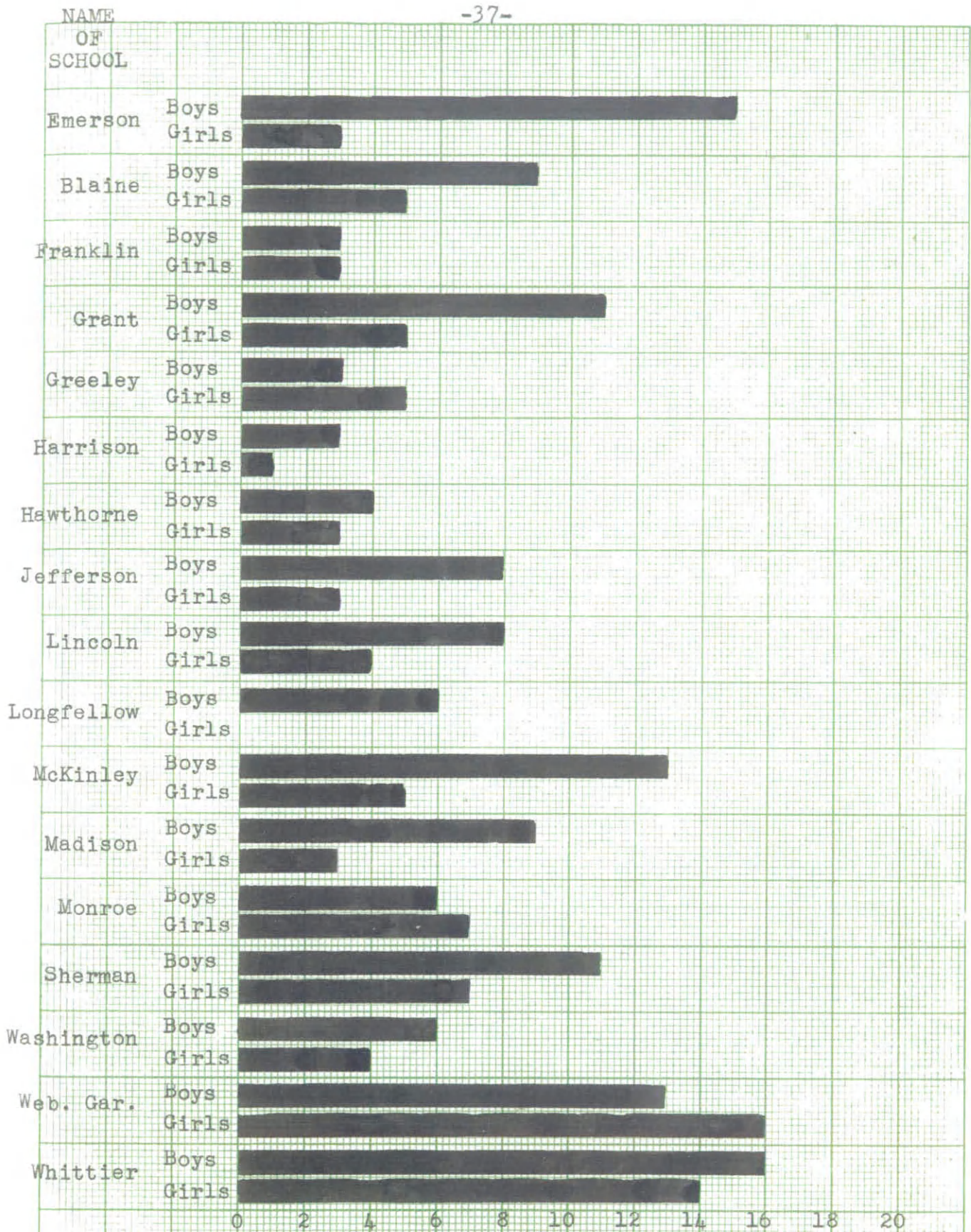


FIGURE 6
NUMBER OF SPEECH DEFECTIVE CHILDREN
IN GRADES ONE AND TWO IN EACH
OF THE PUBLIC SCHOOLS IN BUTTE, MONTANA

CHAPTER V

FOLLOW-UP REMEDIAL TECHNIQUES

As stated before the secondary purpose of this study was to provide the classroom teacher with follow-up remedial speech materials for work in consonant improvement. A brief discussion of such compiled materials will follow.

With respect to sequence the first step the teacher should consider with help in consonants is to have relaxation exercises.

Relaxation exercises. It is important that in general, all of the body muscles be relaxed if children are to speak freely and easily before remedial work can be begun. A cramped muscle, straining, or stiffness of parts of the body, such as the lungs, lips or larynx will seriously interfere with speech. Strain or cramping of the muscles outside of the speech organs will have the same effect, for the latter are extremely sensitive and easily influenced by bodily conditions. Such tension also suggests that the mind might not be at ease. The mind and body must work in coordination.

Relaxation and ease of mind, correct posture, whether sitting or standing; easy, natural, and unconscious breathing habits; the proper uses of the organs of speech, slow

and distinct enunciation and articulation are objectives in corrective consonant speech work in our schools.

For the first part of the corrective speech hygiene program, exercises for relaxation should be given for a few minutes every day. After the routines have been memorized the pupils should not need to devote more than three minutes attention to them.

A detailed description and instructions for administering the relaxation exercises appears in Appendix A.

Breathing exercises. Curtis¹ states that for speech, breathing should be almost as easy and relaxed a process as ordinary breathing. But occasionally a person is found who seems to make hard work of it, involving an excessive amount of muscular tension and strain. Very shallow breathing, which involves excessive tension, is likely to furnish the controlled air pressure at the level of the vocal chords which will make possible good voice quality, adequate loudness, and controlled flexibility of pitch and loudness.

Few people have a particular type of shallow breathing which contributes to poor voice production. Almost the whole of the expansion and contraction of the body is restricted to the extreme upper part of the chest. This type of breathing is undesirable, not only because it is extremely shallow, but also because the muscles involved in

¹James F. Curtis, "Disorders of Voice," Speech Handicapped School Children, W. Johnson, ed. (New York: Harper and Brothers, 1948), pp. 152-154.

this movement are poorly adapted to the controlled expiration of air, which is required if the air pressure furnished to the vocal chords is to be steady and adequately regulated.

A large number of the students with speech defects may be found to have inadequate breathing habits. When speech defective children have shallow or badly controlled breathing, or show a considerable amount of excessive tension, better breathing habits should be taught. In any case of doubt, it is better for the teacher to spend some time in building good breathing habits than to neglect the matter.

The teacher should train the child who has poor breathing habits to practice easy expansion and contraction of the entire body for inhalation and exhalation without excessive muscular tension and effort. This will insure the expansion of the body in the lower chest and the abdominal region is not restricted. The teacher could use various tones and loudness levels in this work to make sure that adequate air pressure is produced for the whole range of pitch and loudness required in speech.

Williamson² found that all but a few of his nasal speech cases achieved good voice quality and eliminated excessive nasal resonance as a consequence of training which emphasized wider mouth and jaw openings and greater jaw and lip activity. If the oral passageway for the sound is constricted by a closed jaw position, considerable nasal

²A. B. Williamson, "Diagnosis and Treatment of Seventy-Two Cases of Hoarse Voice," Quarterly Journal of Speech, 1945, Vol. 31, pp. 189-202.

emission of sound is much more likely to occur.

The next step after the relaxation exercises is to be breathing exercises. A detailed description and instructions of breathing exercises are found in Appendix A.

Ear training. In the classroom program, Van Riper³ suggests that the first step in remedial treatment proper of speech defects is in articulatory cases and should begin with ear training. If the preliminary ear training is begun early and carried on in each day's lesson, little difficulty should be experienced with the most severe defective consonant speech cases. Some teachers neglect this important step in helping a child with a consonant speech defect. Ear training demands strong motivation. This necessitates lesson preparation and clever techniques. Many teachers feel that all they need to do to eliminate a speech defect due to defective consonant sounds is to tell the child that he has said the word wrong and must try it again. Often the teacher attempts to correct the student by all but shouting the correct response at the child. The teacher should not attempt to get the child to try to make a new speech sound without first giving him systematic ear training on that sound. Ear training should become a part of each day's program and is of benefit to all children in the class.

³C. Van Riper, Speech Correction, Principles and Methods (New York: Prentice-Hall, Inc., 1947), pp. 173-184.

The teacher of the articulatory case must appreciate the feelings of the speech defective with respect to his speech defect. For the uncorrected lisper, for example, the substitution of the consonant th for s in the sound "soup" is entirely natural. He is often unaware that any substitution has occurred. The auditory sensations for s and th are fairly similar even when produced by some other person. Unless the child learns to isolate them with a specific object such as a goose's hiss, or has produced them with different tongue movements, there will be very little discrimination in hearing them. The lisper without correction or training has no power of discrimination because he has none of these attributes of discrimination.

Appendix A includes descriptions and instructions for the four main types of ear training exercises, namely: (1) isolation, (2) stimulation, (3) identification, (4) discrimination. These exercises have been selected according to the age, interest, and understanding of the consonant speech defects for children in grades one and two. This is also suggested that each of the speech periods, beginning at grade one level, include examples of each type to correct consonant defects.

Consonant devices and games. This material will help the teacher who wishes to develop in her students spontaneous fluent speech. She should have many devices and exercises for the motivation and development of good

speech and reading.

Fixed routine procedures are not recommended. Variety is necessary. All children are eager to express themselves and should be encouraged in free-self-expression. Such encouragement is possible only in the classroom where friendliness is the keynote. Teacher and children must have a mutually helpful attitude toward each other. The shy child expresses himself cheerfully in such an environment, rather than a more formal drill exercise. Having fun should be the keynote in teaching consonant sounds. Carefully selected materials, interesting to children, in great variety, should be made available. Appendix B includes several devices and games for teaching consonant sounds.

Suggestions for parents and teachers. An important suggestion is for parents and teachers to work together on the child's difficult consonant sounds. In the Appendix are listed several suggestions to parents on how they can help the child at home.

Appendix A includes a list of "Do's and Don't for Teachers and Parents." These should help guide the remedial work at home and school.

Appendix A contains suggestions to teachers and parents with respect to the instructions and sequential steps in teaching consonant sounds.

Appendix A lists exercises for the lips, tongue, and lower jaw that will help the child learn to know how really

adaptable it is to manipulate his articulatory apparatus
after a short time of practicing these exercises.

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study was to determine the difficult consonant sounds that were troublesome to the speech of children in grades one and two of the public schools in Butte, Montana, and to provide appropriate follow-up remedial suggestions, material, and procedures for the classroom teacher. To obtain the information concerning the difficult consonant sounds, a careful study of the problem was made. The superintendent's approval was obtained, so a questionnaire was devised. In September, 1954, the questionnaire, plus other needed forms, were circulated among the teachers and adequate orientation was provided for these teachers. During the period from November, 1954, to March, 1955, the teachers filled out and returned the questionnaire to the speech correctionist. Periodic meetings were held by the speech correctionist with the teachers.

The results of the questionnaire showed:

(1) that consonant sounds causing the most difficulty were s, r, l, th, f, v, ch, and ng,

(2) that more boys than girls were having trouble with the consonants,

(3) and as expected, more children in grade one had

more difficulty with consonants than the children in grade two.

Part II of this study contains appropriate follow-up remedial techniques and procedure that should be of value to the first and second grade teachers. The selected remedial materials include:

- (1) exercises for relaxation
- (2) exercises for breathing
- (3) exercises for development of the organs of speech
- (4) ear training exercises
- (5) various devices and games.

These were carefully selected for interest and motivation value in teaching the above mentioned most troublesome consonants.

Although it is not the specific purpose of this study, these remedial materials shall eventually be worked up into a handbook to be distributed to the first and second grade teachers of the school system.

CONCLUSIONS

This study:

- (1) suggests effective ways and means of determining the extent of difficult consonant sounds in the primary grades,
- (2) indicated the need of calling the teachers' attention to the consonant speech defects,
- (3) revealed in the diagnostic stage, with the teacher

performing a large part of the diagnosis, teacher interest in speech correction developed,

(4) shows that it was to a certain extent and how it might be possible in other school systems for the speech correctionist, the superintendent, principals, teachers, school nurses and parents--all to work cooperatively in speech correction work in the schools.

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PART II

APPENDIX A

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NATURE AND CAUSES OF SPEECH DEFECTS

What is a speech defect? According to Darrel G. Minifie,¹ "A child may be thought to have a speech defect when his listeners pay as much attention, or more, to how he speaks as to what he has to say." It must be kept in mind that the main purpose of speech is that of developing satisfying self-expression and effective communication. If a child is achieving these purposes to some extent, his speech is not defective in a very important sense, regardless of how he speaks. On the other hand, achieving these purposes more fully with improved speech, then, even though his speech may seem to be normal, there is something to be gained through speech correction work.

In the diagnosing of speech defects it is important that the teacher not confuse speech defects with certain other types of problems and disabilities. The following are sometimes confused with speech defects:

- a. Improper grammar
- b. Incorrect pronunciation
- c. Substandard ability to read, silently or orally
- d. More or less habitual lack of preparation for

¹Darrel G. Minifie, "The Speech Defective Child; A Challenge to the Montana Teacher," (Unpublished Master's Thesis, Montana State University, Missoula, 1951).

class recitations

- e. Certain types of personality maladjustment
- f. Mental subnormality.

In many cases speech defects are related to these conditions. Often a person who exhibits one or more of the problems listed above may also have a speech defect. For example, a child who is mentally subnormal may have a speech defect, but his basic problem should be stated as mental subnormality. The correcting of the speech defect will not remove the low mentality, which will remain as the fundamental problem.² "In some cases, it is true, the I.Q. score may be raised, usually slightly, by the marked alleviation of a particularly disabling speech defect."³ The classroom teacher cannot deal as well with a mentally deficient pupil by treating him simply as a speech defective.⁴

In her Speech Pathology with Methods in Speech Correction, Dr. Sara M. Stinchfield states that speech defects are defects of enunciation, pronunciation, inflection, and voice control which render the speaker unable to convey his idea to a listener or an audience. She groups these into two main classes, lisping and stuttering, which also includes

²Ibid., p. 8.

³Wendell Johnson, "Speech Disorders and Speech Correction," Speech Handicapped School Children (New York: Harpers and Brothers, 1948), p. 3.

⁴Ibid., pp. 2-4.

stammering.⁵

The kinds of speech defects described in this paper are the ones that will be found in the articulatory group.

Speech defects classified according to type. The terms used by the different authors are not exclusive of each other since many children have one or more of these speech defects. As stated above this paper deals with only consonant difficulty in the articulatory group. For the information of the classroom teacher other speech defects are listed here as:

- (1) Infantile speech (baby talk)
- (2) Lispings (protrusion, lingual, lateral)
- (3) Lolling (sluggishness when speaking)
- (4) Defects of foreign dialect
- (5) Voice disorders
- (6) Stuttering or stammering
- (7) Retarded speech development
- (8) Speech defects associated with cleft palate
- (9) Speech defects associated with cerebral palsy
- (10) Speech defects associated with impaired hearing
- (11) Nasal speech
- (12) Spastic speech
- (13) Nervous speech.

Causes of speech defects. The chief causes of

⁵Sara M. Stinchfield, "Speech Pathology with Methods in Speech Correction (Boston, Mass.: Expression Company, 1928), p. 25.

speech defects may be divided into the physical, mental, and those groups which are the result of imitation. The physical causes are those which are brought about by a malformation or peculiar development of, or accident to the speech organ. Poorly shaped mouth or throat due often to enlarged tonsils and adenoids, large clumsy tongue, misshapen tongue, crooked teeth, high palatal arch, paralysis of various parts of the organ, cleft palate, hare-lip and deafness are the physical conditions which are usually responsible for speech defects. Many of these can and should be remedied by surgery. Often the surgery alone will correct the condition. However, re-education may be necessary to overcome the bad habits acquired through years of use of a misshapen speech organ.

The mental causes for speech defects may be divided into those due to mental dullness, which one usually encounters in subnormal and feeble-minded children, and those due to emotional and neurotic conditions which are sometimes encountered in children and adolescents. The former are usually recognized as lisping and are due to the child's lack of coordination, his dullness, and general mental condition. They are comparable to his shuffling walk, his inability to learn to do things like model clay, or draw, or write. Because all the child's motor activities are subnormal, he usually cannot be taught to talk plainly. They can be improved by remedial speech work, which the teacher must plan for these children.

Mental hygiene demands that any peculiarity that

makes a child non-social should be eliminated as early as possible. The teacher must be on the alert for the child with a lisp whose parents think is "cute". She must watch for the pampered, spoiled child who has so much affection and attention that he or she becomes a lisper to gain attention. There is also the "clinging vine" type who uses lisping, whining, clinging, weeping, and wheedling, to gain the ends which he desires. These are unwholesome attitudes and no wise teacher will encourage them.

The classroom teacher must be on the watch for word-blindness, "mirror-writing" and left-handedness, as possible causes for speech difficulty. "Mirror-writing" is often associated with left-handedness, and many cases of stuttering have been attributed to the emotional upheaval caused by forcing left-handed children to learn to write with their right hands. Added to this difficulty, one must remember that the left-handed child is not only attempting to change his entire set of left-handed motor habits and skills into right-handed motor habits and skills, but he is also expected to carry on a school program that is built upon the needs and abilities of the right-handed children. The left-handed child is usually the poorest right-handed writer in his group. He is slow and seldom finishes his work. He is fatigued by the excess of effort needed to do the work of the poor slow writing that he does. It is no wonder that he develops a speech difficulty, and an inability to read because his tendency is to read from right to left instead of

from left to right.

In discussing causes of speech defects it is necessary to consider that imitation is also a cause. We learn speech entirely through imitation. Even a dull child from a home of culture will have a better vocabulary than a brighter child from a home where there are few cultural advantages because he hears and can imitate better speech. In a school where there is a large percentage of Finnish children, the use of "de" and "dem" and "dose" is very common.

The children of a stuttering parent are apt to be stutterers because of imitation. Children who have spent their early years in the West may go to Boston or New Orleans for high school and return in two or three years with their speech strongly marked by the speech of the people with whom they have been associated. A girl may have a chum who lisps and in a short time develop a lisp which will be difficult for her to lose even if she wishes to overcome it. A boy may play with a stutterer and develop a stutter himself. Children have been known to develop a stutter from mocking a stutterer.

Because imitation is such a large factor in the development of speech, it is imperative that children should hear on all occasions the best examples of speech. Some quiet mothers fail to see the necessity of talking to their children. The oldest child in such a family is apt to develop defective speech. The child must express himself. If he

does not have the example of his mother's speech he will develop a "lingo" of his own. Often this improvised language will be passed on to the younger members of the family. Children need the power to express themselves. They should be talked to from their earliest infancy. As soon as they are taught the name of their clothes, their toys, the parts of their body, and things they come in contact with, they should say the names correctly, not in baby talk fashion. The family should never take up the child's mode of speech. No matter how amusing this is to the family, he should not be encouraged in its use after he has the ability to speak the word plainly.

Some children develop special defects because of the fear of some teachers. This fear sometimes is extended to the other members of their class. These fears show in the children's bashfulness, refusal to recite, their air of bragging or boldness, and sometimes in crying or laughing. The child who stands to recite and hesitates, groping for ideas, often finds it difficult to express himself because of his insecurity resulting from this fear of classmates and teacher. It is good mental hygiene for teachers to instill into these children the feelings of security, self-respect, and confidence.

A boy who had developed a slight stutter in the third grade was at times able to overcome his trouble. In the upper grades he met two or three teachers who were not entirely sympathetic, and in their eagerness for correct and

rapid recitations, built up in the boy an anxiety which developed into a serious stutter in high school. He was very anxious to overcome this difficulty, but it was a long time before he told the reason for having developed the stuttering. He was particularly afraid of one teacher, feeling that she lacked sympathy for his problem.

Teachers can do much for the boys and girls having speech defects and a reading problem by developing an informal attitude toward them. They must have friendship and kindness, and it is unwise to insist upon too serious and too formal a routine for them. The school should try to make possible for these children some of the things they have missed in their environment. School should be a happy place for them, because their homes usually are not. Scolding, nagging, and sarcasm are not good. Whether or not the scolding is directed toward the speech defective, it affects him. A teacher's voice and attitude help in keeping children calm, and give them the assurance they need for quiet study.

To summarize the cause of speech defects, we may say that they are generally either physical or mental. The physical causes are those resulting from a faulty, diseased, or malformed speech organ. The mental, which include those that result from imitation and difficulties associated with word-blindness, left-handedness, and "mirror-writing." This group also includes those due to mental dullness and those caused by shocks, fears, illnesses. These fears which the

writer has discussed are often developed in the school.

Speech defects are both functional and organic and so may be caused by anything which disturbs the functional processes as fright, shock, humiliation, embarrassment or illness; and by anything which renders the speech organ ineffective as adenoids, tonsils, highly arched palate, maloccluded teeth (sticking out in front), cleft palate, and by a diseased or scarred condition of the central nervous system.

Teachers can do much to help boys and girls with a speech and reading problem by developing attitudes of friendship, kindness, understanding and sympathetic encouragement. A calm, quiet manner without nagging, sarcasm or criticism gives assurance to these children.

The school can help by trying to make up to the child for the poor environment of his home.

EXERCISES FOR DEVELOPING RELAXATION

Number One

FOR RELAXATION OF THE ORGANS OF SPEECH⁶

1. To relax the throat and neck, drop the head forward, chin toward the chest, with the muscles of the neck thoroughly relaxed. Gradually lift the head to its original position. Repeat a number of times.

2. To relax the jaw, practice vocalizing words and syllables ending in (a), allowing the jaw to fall open and remain relaxed following the final sound. Repeat--yah, jah, pah, po-pah, bo-bah.

3. With the jaw relaxed and hanging passively open, shake the head rather briskly from side to side.

4. Repeat the vowels (i), (a) and (u), exaggerating the lip and jaw action. Mouth open for (a); lips wide for (i); lips pursed and rounded for (u).

5. Pretend that the body is a rag doll, letting the head and trunk drop and the arms hang heavily at the sides. Practice this exercise both in a standing and sitting position.

6. Fall gradually forward until the hands touch the floor by beginning with the head and letting one spinal vertebra at a time relax. Rise gradually with a reverse motion of the body.

7. Let the head drop to the chest and then rotate it completely, letting it fall as far backwards as possible.

8. Lie flat on the floor and let the body become completely relaxed as if floating on the top of a wave. (This is done by spreading newspapers on the

⁶Elizabeth Nemoy, Serena Davis, Correction of Defective Consonant Sounds (Boston, Mass.: Expression Company, Publishers, 1937), pp. 24-28.

floor and children taking turns lying on the floor.)

9. Practice stretching of the entire body with the arms stretched first above the head and then extended at the sides. Yawning during the exercise assists in the relaxing effect produced.

10. Bend the trunk first to the right and then to the left with the arms extended at the sides. This is generally called the steamboat exercise.

11. Rotate the trunk alternately to the right and to the left with arms raised.

12. Practice raising one arm or leg at a time and then letting it drop.

13. Turn the head sideways to the left and to the right looking as far backward and downward over each shoulder as possible. Relax the muscles of the neck each time the head returns to the starting position.

14. Swimming is an excellent relaxation exercise. The children can pretend they are swimming.

15. Rhythmic dancing when accompanied by movements of the arms and head is most effective in inducing relaxation of the entire body.

Number Two

FOR RELAXATION OF THE ORGANS OF SPEECH⁷

(A large number of these exercises is given for the sake of variety as relaxation should always precede each speech lesson regardless of whether the case is an articulatory or a nervous speech case.)

1. Show the class a rag doll that has flexible joints. Talk to the class about the doll. "Here is Raggedy Andy. When I take hold of him at the waist, his head and arms flop over." (Demonstrate.) "His hands almost touch his feet. Notice how loose and limber his arms are. . . . I wonder if each of

⁷Distributed by Speech Clinic, University of California, 1950.

you could be as loose and floppy as this doll. Let's try to be loose rag dolls as we sit in our chairs. . . . First our heads fall to our chest and our arms fall loose at our sides. All of the muscles of our waist relax and our head drops down to our knees. Our hands almost touch the floor. Let's close our eyes and think, 'Loose, loose, loose.'" (Feel of children's arms to observe extent of relaxation. As you move from child to child, talk in a low, pleasant voice encouraging the children to completely relax.) "Now the doll slowly begins to pull up at the waist. Slowly, very slowly let the shoulders rise. Slowly our heads straighten. Our arms pull up at the elbows. . . and now we stretch. Stretch and yawn. Then our arms relax, our hands are placed gently in our laps. What good rag dolls we have been!"

2. Act out the following:

I'm a limp rag doll;
I have no bones;
My arms are limp;
My legs are limp;
My neck is limp;
I'm a limp rag doll.

3. "Quiet Time" can be enacted while the teacher recites.

This is my quiet time.
My hands and feet are still.
My head is down.
My eyes are closed.
This is my quiet time.

4. The Flowers in the Wind

Let the children play that they are flowers. The kind of flowers may be chosen according to the season or the topic in the day's nature lesson. For example, in the fall, let the children play that they are corn stalks. Tell them to imagine that the wind comes along and causes them to nod their heads very slowly--down, around to the right shoulder, back to the left side and front. Let the jaw drop. The wind blows a little harder and the body gently sways in the direction the head is moving.

5. The relaxation game presented as number 4 may be played while the teacher recites the following

verse:

I am a tall stalk of corn.
The wind blows me.
My head nods to the left.
My head blows to the right.
My body blows to the left.
My body blows to the right.
The wind blows me.

6. Tree in the Fall

One child may be chosen to be the wind. The other children are the trees. The children fold their arms and sway from side to side letting the head fall, as the child, who plays that he is the wind says--"oo, oo, oo," with an ascending pitch of the voice.

Then the leaves fall from the trees. The hands are raised high above the head with the wrists relaxed. The hands move up and down loosely, then slowly descend to the knees where the "leaves" lie fast asleep.

7. The children sit comfortably in seats with their spines against chair backs, feet flat on the floor, hands relaxed loosely in laps. While they close their eyes, the teacher describes some quiet place she loves. The children see the picture in their minds' eyes. They sit perfectly still for thirty seconds, gradually increasing the time to one minute.

8. The teacher shows a picture of some quiet spot. The children relax, close their eyes, and imagine that they are in the picture. Hold "stillness" for one minute.

9. Children sit relaxed in seats. A leader is chosen to sit in front of the room. One pupil lifts her arm, lets it drop, and then asks the pupils whether it is relaxed or not. The leader is privileged to relax her arm or hold it tense. The one who answers correctly may become the leader. After several have tried, all relax and hold a still position for thirty seconds.

10. Imagine that you are the black cat lying in front of the fire. I am going to lift one of your paws and see if it feels as soft as silk. Close your eyes and feel as quiet as pussy does when she dozes and purrs in contentment.

11. Clasp the hands behind the head just above

the neck. Push backward with the head, and forward with the hands until you can feel the tension of the spine. Relax. Repeat.

12. Sit comfortably. Clench the fists tightly, extending the arms to the side, parallel to the floor. Relax, letting the arms fall. Close the eyes. Imagine you are seeing a black wall. Hold the stillness and relaxation one minute.

13. The children stand with arms outstretched like scarecrows. The teacher with her magic wand touches the left arm of one child, and all the left arms relax. Continuing, she touches the other arm and then the head, saying, "The scarecrow could not hold up its head. This is the way it went." Relax the head, allowing it to fall forward. Follow by sitting leaning back as the scarecrow would. Hold the stillness and relaxation for one minute.

14. Pulling Down the Zeppelin

Stand. Rise on toes. Raise the arms. Grasp the imaginary ropes, and pull down the balloon, spreading the arms to the sides, horizontally. Relax. Repeat. Follow by relaxing and stillness for one minute.

15. Place before the class a picture which carries with it an element of calmness and peacefulness. Have each child imagine himself resting in some particular spot in the picture; then lean back, close his eyes, and imagine every detail of the situation. Have the children hold the stillness one minute, feeling the inward stillness.

16. Sit in the seats with the soles of the feet firmly placed on the floor. Place the palms of the hands on the near edge of the desk, and push--feeling the tenseness in the back of the neck. Relax. Repeat. Hold the stillness one minute.

17. Imagine that you are a tiny boat floating on a quiet pond. How easily you float. You have no fear of sinking. You are perfectly quiet and relaxed.

18. The pupils sit comfortably in the seats with the eyes closed. The teacher gives the following in a quiet, relaxed voice, and the children repeat softly:

My ankles are relaxing.
My knees are relaxing.
My hips are relaxing.

My shoulders are relaxing.
My elbows are relaxing.
My wrists are relaxing.
My fingers are relaxing.
My neck is relaxing.
My eyes are relaxing.

19. Rotate head slowly from front to side, to back, and then to the other side. Work for a relaxed feeling of the throat and neck muscles.

20. Yawning. This is especially good for throat tension.

Number 3

SUGGESTIONS FOR ENCOURAGING RELAXATION⁸

"THE ESSENCE OF LIFE IS PEACE AND TRANQUILITY--
NOT EFFORT."

--Alexander Markey

I shall relax
I shall be so quiet, so still, so calm
I shall rest and rest and rest,
I shall relax,
I shall be tranquil, serene, poised
I shall be forever unafraid, forever undisturbed
I shall relax.
I shall radiate deep, deep peace and calm
I shall glow with the light of my inner peace.

I shall relax
I shall relax my feet, my ankles, my knees and my hips,
And I shall be still and quiet and poised and serene.
I shall relax
I shall wrap myself safely round with soft harmonizing
peace.
I shall mantle myself in deep, soothing quietude.

I shall relax
I shall relax my hands, my wrists, my elbows and my
shoulders,
And I will rest and rest and rest,
I shall be true and real and whole,
I shall hush my doubt

⁸Distributed by Speech Clinic, University of California, 1950.

I shall quiet every fear
I shall relax my throat, my tongue and my face,
I shall relax.

I feel relaxed, quiet, calm, still, poised, serene,
whole,
I feel real, true, unafraid, tranquil.
I feel relaxed.
I am filled and thrilled with deep, deep stillness.
I radiate all prevailing peace.

I AM RELAXED
I am quiet,
I am calm,
I am still, serene and peaceful
I am poised and tranquil, happy, comfortable and
contented,
I am relaxed.

I AM--I AM--I AM RELAXED.
I AM RELAXED.

EXERCISES TO DEVELOP ADEQUATE BREATHING

Step 1--POSTURE DEVELOPMENT

Before taking any breathing exercises, a good erect posture should be assumed. Stand with the feet well enough apart so that there is no tendency to sway, and with the toes pointed well ahead. It should be possible to draw a straight line between the ear and the ankle that will pass through the shoulder, elbow, hip, and knee. Avoid all tenseness.

Step 2--BREATHING EXERCISES

a. Binner Breathing Exercises.⁹

Relaxation exercises should precede breathing exercises.

Be sure that the standing posture is correct.

Open windows. Avoid all tenseness.

Pitch voice at C above middle C for all exercises.

Use pitch pipe if necessary. Breathe in and out to music to assist in securing rhythm in breathing (optional).

Do each of the following exercises twice.

1. Inhale deeply and exhale.

⁹Received from Dr. Mabel Gifford, in suggestions for speech correction in a course at the University of California, 1950.

2. Inhale--stretch--exhale.
3. Inhale--exhale on whispered "ah".
4. Inhale--exhale on vocalized "ah".
5. Inhale--exhale on vocalized "ee".
6. Inhale--exhale on vocalized "oo".

Do each of the following exercises once:

1. Inhale--exhale on ee--ah, ee--ah, etc., until all breath is expelled.
2. Inhale--exhale on ee--oo, ee--oo, etc., until all breath is expelled.
3. Inhale--exhale on ee--ah--oo, ee--ah--oo, until all breath is expelled.
4. Inhale--exhale on oo--ee--ah, oo--ee--ah, until all breath is expelled.

This breathing should be slow, deep and deliberate. Both inhalation and exhalation should be controlled so that there is no danger of throat irritation from hurried, gasping breathing.

b. Simple Breathing Exercises

1. Take a full breath, avoiding undue strain or tension, especially in the throat, and count from one to twenty at a rate of slightly more than two counts per second. (To develop economy of breath.)
2. Take a full breath without strain and gradually release it maintaining the sound s. Sustain the sound steadily and quietly, being careful to guard against fluctuations in the volume. Don't allow the sound to become

jumpy or irregular. (For control of exhalation)

3. Practice whispering several simple sentences.

This will assist in securing deep, controlled breathing and will improve the enunciation as well.

EXERCISES FOR DEVELOPING THE ORGANS OF SPEECH

Number One

LIP EXERCISES¹⁰

1. Clowns

"Let's be clowns in a circus. We put on noses that are two feet long." (Put on pretend noses.) "We put on our hats that go clear up to the ceiling." (Put on hats.) "Let's rouge up our cheeks, paint black eyebrows, and great big red lips. Now we're clowns in a circus. Say the lines of the poem after me:"

I'm a funny little clown.
I say, "Ah-oo-ee--oo." (Exaggerate mouth movements.)
My mouth is open wide
When I say, "Ah, ah, ah."
I draw my lips far back
When I say, "Ee, ee, ee."
My lips are very round
When I say, "oo, oo, oo."
Ah-oo--ee--oo, ah--oo--ee--oo,
I'm a funny little clown.

2. The following poem may be enacted by the children while the teacher recites:

The owl by day
 can't see, 'tis said.
Oo-oo, oo-oo, oo-oo!
He sits and blinks and turns his head,
Oo-oo, oo-oo, oo-oo!
But when the stars
 come out at night,
Tu-whit, tu-whit, tu-whoo!
He calls his mate
 with all his might,
Tu-whit, tu-whit, tu-whoo!

3. Instruct the child to pucker his lips. He may pretend to pout.

¹⁰Distributed by Speech Clinic, University of California, 1950.

4. On the count of 1-2 have him open his mouth wide, and then close the lips firmly. Do this ten times at one practice period.
5. On the count of 1-2 have him raise his upper lip slowly, showing his upper teeth.
6. With the teeth closed have him say with exaggerated movement oo-ee-oo-ee. Then have him say wee-woo.
7. Show the child how to puff out his cheeks. Have him puff out his cheeks, release the air, then try to puff out the upper lip only.
8. On the count of 1-2 have him bite first his upper lip and then his lower lip. Start slowly and increase the speed.
9. Have the child draw back first the right and then the left corner of his mouth. He ought to look in the mirror.
10. After he has mastered exercise 9, have him hold the position and talk out of the corner of his mouth.
11. Have him pretend he is a popper of corn. As each little kernel explodes he is to say, "Pop." He can begin very slowly and increase the speed. There should be firm closure of the lips.
12. Have him bring the lips lightly together and give the labial trill as Brr! It is cold!
13. Have him bring the lips together and clench the teeth, forcibly twisting both lips alternately to the left and right as sniffing.
14. Encourage using straws, whistling, gargling, brass wind instruments, etc.
15. Have the child draw in the full lower lip and hold it in firm contact with the upper lip. He should develop the habit of keeping his lips in close contact.

UPPER GRADES MAY PREFER THE FOLLOWING:

1. Oo-ee-ah-aw.
To produce flexibility of the lips, the following series of exaggerated vowel positions are given in succession: Pucker the lips for oo, expand them on ee, drop the jaw and stretch them on

ah, and finish with aw. Then begin again and repeat the series 12 times. First practice slowly, then gradually increase the speed.

2. Lip thrust

Stretch the lips forwards, as for oo as far as possible. Then bring them back tight against the teeth. Alternate the movements twelve times.

3. Lip stretch

Draw down the upper lip until it covers the edge of the upper teeth and folds under. Stretch and release twelve times (Good for a short upper lip.)

4. Ah-m-mah-oo

Stretch the lips well on ah. Give this with a soft breathing tone.

5. Exercise lips by saying vowels a-e-i-o-u. Exaggerate very much.

6. Repeat the consonant p very rapidly as p-p-p-p. Repeat with consonant b-b-b-b and m-m-m-m.

7. Say--"The wind goes ooo-ooo-ooo."

Short Lip Exercises¹¹

1. Open the mouth wide. Close it.
2. Trill the lips without voice.
3. Round the lips.
4. Protrude the lips.
5. Spread the lips.
6. Go through the exaggerated motions of saying oo ee, oo ee, oo ee, but without using voice.
7. Close the lips and stretch them back.
8. Thrust the lower lip forward.
9. Thrust the upper lip forward.
10. Pull down the upper lip.
11. Push up the upper lip.
12. Raise the right side of the upper lip.
13. Raise the left side of the upper lip.
14. Close the lips and blow behind them.
15. Repeat energetically--p-p-p, bu-bu-bu, mu-mu-mu, wee-wee-wee.

¹¹Elizabeth Nemoy, Serena Davis, The Correction of Defective Consonant Sounds (Boston, Mass.: Expression Company, Publishers, 1947), p. 28.

Number Two

TONGUE EXERCISES¹²

1. Protrude the tongue without touching the lips.
2. Point the tip and touch the upper lip, the lower lip, the left corner of the mouth, the right corner of the mouth.
3. Point the tongue outward and downward to the chin.
4. Point the tongue outward and upward to the nose.
5. Protrude the tongue and wag it up and down.
6. Rotate the tongue, beginning at the right side of the mouth; at the left side.
7. Raise the tip of the tongue and touch the gum, the hard palate, the soft palate.
8. Thrust the tip of the tongue in each cheek.
9. Flap the point of the tongue as in babbling lah, lah, lah, without voice.
10. Raise the tip of the tongue behind the upper teeth.
11. Curl the tip of the tongue behind the lower teeth.
12. Protrude the tongue and widen and narrow it.
13. Protrude the tongue and groove it.
14. Open the mouth and repeat the tip of the tongue drill, tah, dah, nah, lah, rah, without moving the jaw.
15. Repeat rhythmically tah dah, ta da, tee dee, taw daw, toh doh, too doo, varying the accented syllable.

Van Riper¹³ suggests the following tongue exercises:

¹²Nemoy and Davis, op. cit., p. 29.

¹³C. Van Riper, Speech Correction, Principles and Methods (New York: Prentice-Hall, Inc., 1949), pp. 169-172.

1. Learn to recognize the movement of the tongue as part of some familiar biological movement such as chewing, swallowing or coughing.

2. The movements should be used with increasing speed, strength, and accuracy.

3. The movements should be combined with other movements (breathing, etc.) used in speech.

4. The emphasis in this training should be on the activities (lifting, thrusting, drawing, lip-curling, and grooving) and the contacts (upper gum ridge, lower teeth) and the positions actually used in speech, rather than random and generalized tongue movements.

5. Not only the tongue tip but the blade, middle, and back of tongue should be exercised.

6. In any speech or reading drill period, use a few from each of the lists of exercises under each major activity heading rather than complete one section at a time.

7. Avoid fatigue and hurry. Identify movement by imitation or mirror observation rather than by oral description.

8. After movement is well learned, combine it with production of other speech sounds.

9. Compare, contrast, and combine the various movements.

A. Lifting

1. Chew in an exaggerated fashion with mouth openings and hand movements for thirty seconds.

2. Protrude lips and at a sudden signal lift tongue. Then alternate protrusion of lips and lifting of tongue, using rhythms and speed.

B. Thrusting and withdrawing

1. Using imitation and mirror observation, practice licking lips and cleaning teeth and cheeks with tongue. Use tonguetip as a suction cup, pressing it firmly against the back of teeth then quickly pulling away. This results in a sound often spelled as "tch" and used as a mild reproach.

2. Shut teeth and suck air through them as you inhale. Then as you blow through the teeth thrust your tongue lightly against them. Make sure that some part of the tongue tip is in contact with the teeth as the air is exhaled.

C. Curling

1. Practice licking stick candy or spoon or other object held at right angles to and in contact with the upper teeth. Lick a thin scattered sprinkling of sugar from a plate.

2. Facing a mirror, have the child hold a sterilized probe or match horizontally about half an inch from the mouth. Reach out with the tongue and, by curling the end of it, pull it back to the teeth. The strength of this action may be increased by holding probe or match more firmly.

D. Grooving

While many people with perfectly normal speech do not have the ability to form a narrow tubelike groove in the tongue which they can maintain even when the tongue is protruded, some form of shallow grooving is essential to the production of the s, zh, sh, z, j, and ch sounds.

1. Round the lips as in producing the vowel oo, and as you do so, protrude tongue barely between teeth, then cough easily several times. Practice this until the child can hold the groove even after the cough is completed. Finally, produce the groove by merely getting set to cough.

2. Repeat exercise (1) but insert sterilized probe or pencil in mouth so as to help the rounding or grooving of the tongue. Withdraw probe but maintain groove.

3. Practice whistling between the teeth.

Tongue Exercises for Grades 1, 2 and 3¹⁴

1. Tongue Thrusting

Lead the children to talk about the kittens they have seen. Introduce the subject of how kittens drink.

¹⁴Distributed by Speech Clinic, University of California, 1950.

"Did you ever see a kitten drink milk? He puts out his tongue like this." (Thrust the tongue slowly forward, then back quickly into the mouth.) Ask a child to be a kitty and show how he drinks milk. Have him thrust his tongue out slowly, then back out.

This tongue game could be played as the teacher recites the following poem:

Little kitty laps her milk,
Lap, lap, lap!
Her tongue goes out,
Her tongue goes in,
Lap, lap, lap!

Little kitty likes her milk,
Lap, lap, lap!
Oh, see her tongue
Go out and in,
Lap, lap, lap!

2. Tell the children that they will play "Jack-in-the-Box." The tongue is Jack and the mouth is his box. Give the directions by substituting the word Jack for tongue. Example: Jack puts his head out of the door of the box very quickly. Jack puts it back slowly. Jack touches the top of his house, etc.

This same tongue game could be played as the teacher recites the following poem:

Jack, jump out,
And Jack jump in;
Jack jump up,
And Jack, jump down;
Wag your head!
Look out--and in!
Go in and shut
The cover down.

3. Doting the Roof of the Mouth.

This tongue game is to be acted out as the teacher recites:

My tongue can dot
the roof of my mouth;
dot. . . dot. . . dot.

It touches the front,
and middle and back,
dot. . . dot. . . dot.

Can your tongue dot
the roof of your mouth?
dot. . . dot. . . dot.

Can it touch the front,
the middle and back?
dot. . . dot. . . dot.

4. Have the children play their tongues are brooms which sweep the roof of their mouths. Recite the following as they play this game:

My broom will sweep a floor,
My broom will sweep the walls.
My broom will sweep a store,
My broom will sweep the halls.

I call my tongue a broom.
I feel it sweep and sweep.
It sweeps its own big room
From front to back door step.

Number Three

THE LOWER JAW¹⁵

1. Punch and Judy

Punch and Judy can say "Yah, yah, yah." Choose a boy to be Punch and a girl to be Judy. Have Punch and Judy come before the class and show how well they can open their mouths for "Yah, yah, yah." It may help the child to open his mouth without tensing the jaw, if you tell him to imagine that a string is fastened to his chin and his mouth falls open as you gently pull the string.

2. A Trip to Santa's Shop

An imaginary trip to Santa's shop to find a good Punch and Judy (refer to exercise 1) for the children's Christmas toys will give the children an incentive to make their best effort in this drill. If the child's jaw is tense, you may remark, "Something must be wrong with this doll; he can't open his mouth very well. We shall have to help him. Here is the string. Let us pull it and see how well his mouth flies open." If a good effort is made you may add, "That is a good doll. We shall put him with the Christmas toys."

¹⁵Ibid.

3. Read the "Frog's Chorus" from Mother Goose. Reread, letting the children give the frog's parts, when he says, "Yaup," with free action of the jaw.

"Yaup, yaup, yaup!"
Said the croaking voice of a frog:
"A rainy day
In the Month of May
And plenty of room in the bog."

"Yaup, yaup, yaup!"
Said the frog as it hopped away;
The insects feed
On the floating weed,
And I'm hungry for dinner today."

4. Work for relaxed free action of the jaw in the following:

John Cook had a little grey mare; he, haw, hum.
Her back stood up and her bones they were bare; he,
haw, hum,
John Cook was riding up Shuter's bank; he, haw, hum.
And there his nag did kick and prank; he, haw, hum.
His mare fell down and she made her will; he, haw,
hum.
The bridle and saddle were laid on the shelf; he,
haw, hum.
If you want any more you can sing it yourself;
he, haw, hum.

Choose a child to say the he, haw, hum with exaggerated lip and jaw action as you read the rhyme.

5. Move the lower jaw forward and backward quickly.
6. Move the lower jaw from side to side quickly.

SHORT EXERCISE FOR THE JAW

1. Let the lower jaw drop quickly.
2. Let the lower jaw drop gradually.
3. Drop the jaw and protrude it.
4. Move the jaw to the left and right.
5. Close the front teeth edge to edge.
6. Prefix the long vowel ee to the other vowels.

SUGGESTIONS AND EXERCISES FOR DEVELOPING EAR TRAINING

Introductory

Ear training should be included in the daily program of each classroom in order to help children with articulatory problems in speech and reading.

Lisping is very often a functional defect and is corrected by patiently re-educating the individual. It is often found in a person who has poor auditory perception. Therefore he must be taught to hear as well as to see and feel the sounds that he makes. The lisper without correction or training has no power of discrimination. He is often unaware that any substitution of letters has occurred.

Types of Ear Training¹⁶

1. Isolation--training in listening to sound sequences, nonsense words, or corrected speech in order to detect the presence of certain consonant sounds.
2. Stimulation--training which bombards the speech defective with a barrage of the correct consonant sounds.
3. Identification--training in identifying the characteristics of the correct consonant sound and in identifying the characteristics of the error. No comparison is involved. The student learns the distinguishing traits of each.

¹⁶Van Riper, op. cit., pp. 175-184.

4. Discrimination--training in comparing the correct consonant sound with the error, in hearing the differences between the two sounds, and in recognizing the contrasts involved.

Sample isolation techniques for children:

1. The teacher hides, in different places about the room, nine or ten pictures of various objects, one of which begins with the "s" sound. The moment the child finds this picture, he can run back to the teacher, say the word, and ring a bell.

2. The teacher sounds out words beginning with consonants, and asks the child to locate the appropriate picture, saying all "s"-word pictures (or other consonants) as he puts them in a special envelope.

3. The teacher gives the child an old catalogue and a pair of scissors and asks him to cut out five pictures whose names begin with the "s" sound or other consonant sounds. He can put the pictures in a box.

Sample stimulation techniques for children:

1. Procure a calendar, mailing tube, or similar device. Hold one end to the child's ear as he winds a string upon a stool. The moment the teacher stops making the sound, he must stop winding.

2. A secret signal is arranged between the child and the teacher. Whenever the child makes it, the teacher must respond by a prolonged "s" sound, or other consonant sound.

3. Nursery rhymes, jingles, and even tongue twisters may be read to the child, stressing correct consonant sounds.

Sample identification techniques for children:

1. Little stories, frequently repeated, about the consonant sounds will often produce associations which will help identify them. No one can tell just what will best identify the consonant sound for any one child, but once the child shows a clear and strong reaction of emotion or curiosity, that association should be remembered.

2. It is well to begin the identification by giving names to the correct consonant sounds. These

names are frequently those of objects which make noises similar to that of the consonant sound in question. Thus "th" is called the windmill sound; "s", the snake or goose sound; "ch", the train sound; "r", the growling dog sound; "k", the coughing sound; "f", the spitting cat sound.

Sample discrimination devices for children:

1. Selection. The teacher and student begin a game with ten toothpicks each. The teacher holds up a series of pictures, one at a time, pronouncing the name of each. In naming one of the pictures she uses the child's error. If the child recognizes it, he can demand the picture and one toothpick. If he fails to recognize it, he loses a picture and a toothpick. Consonant sounds are used in this game.

2. Matching. The teacher produces two consonant sounds, declaring that they begin words which name objects in the room. The student is required to find three objects for each consonant sound.

3. Signaling. The teacher reads a list of "s" words with her back turned to the child. The moment the child signals, she must pronounce the next word using the incorrect sound. If she fails, the child gets some small reward. Any other consonant may be used in place of "s".

EXERCISES FOR DEVELOPING SPECIFIC CONSONANT
SOUNDS

GENERAL FACTS ABOUT ENGLISH
CONSONANTS¹⁷

1. Definition: Consonants are speech sounds which result when the voiced or voiceless breath is either stopped momentarily and then suddenly released or continued but narrowed and impeded at some point in its outward passage.
2. There are twenty-five consonants in the English language.
3. Some come in pairs: that is, they are substantially alike except in one respect; some are single.
4. Some are voiced--requiring the vibration of the vocal chords; some are voiceless--made with breath only.
5. They vary greatly as to their formation--that is, they are made in different places and use different parts of the articulatory mechanism.
6. There are many consonant errors or faults. The most common are:
 - a. omissions
 - b. additions (where they do not belong)
 - c. substitutions (one sound given for another)
 - d. mutilations (incorrectly made or imperfectly formed)
7. They are the "props" or the "staff" of speech on which the music vowels are hung.
8. Though considered the "noises" of speech, when properly made, they nevertheless contribute a great deal to its character:
 - a. some give "snap," "zip" and speed
(p, b, t, d, k, g)

¹⁷Distributed by Speech Clinic, University of California, 1950.

- b. some contribute a velvet-like smoothness
(f, v, th)
- c. some add bfassy noises--a hissing sound
(s, z, sh, ch)
- d. some produce fullness, richness of tone
(m, n, ng)
- e. some add lightness, sparkle
(l, r)

9. They should be made in a clean-cut, crisp manner but should be blended well with other sounds to produce smooth speech.

Consonant Exercises

For Unvoicing

- 1. Patches of poppies.
- 2. Two tickets to Tooting.
- 3. Cups of Cadbury's Cocoa.
- 4. Fetch fresh fish from Flamborough.
- 5. Shut the shattered shops.
- 6. Six stiff silk stitches.
- 7. Thrust through the thickets.
- 8. Thick thatches.

Tongue Twisters

- 9. Black babbling brooks break brawling through their bounds.
- 10. Bright blows the broom on the brook's brown banks.
- 11. A cup of creamy custard cooked for Cuthbert.
- 12. The doctor delivered his diplomatic speech in the dormitory.
- 13. A dozen double damask dinner napkins.
- 14. You can have fried fresh fish, fish fried fresh, fresh fried fish, fresh fish fried, or fish fresh fried.
- 15. Gaily gathered the gleaners the glossy golden grain.
- 16. The glamour and glory of his grandeur grew gradually greater.
- 17. Jerry adjured James to jump over the juniper hedge.
- 18. Little London lamp lighters lighting London's little lamps.
- 19. Nina needs nine knitting needles to knit Ned's knickers nicely.
- 20. Penelope Pringle printed press paragraph.
- 21. The painted pomp of pleasure's proud parade.
- 22. Shirley slid the scissors down the slippery slanting slates.

23. Tell tale tattling termagants that troubled all the town.
24. They tried to tempt the tattered tramp to take the toothsome tarts.
25. Whether the weather be fine or whether the weather be not, whether the weather be cold, or whether the weather be hot, we'll weather the weather whatever the weather whether we like it or not.

Nasal Resonant Practice

26. Man, men, min, mon, mun.
27. Nam, nem, nim, nom, num.
28. Mang, meng, ming, mong, mung.
29. Nang, neng, ning, nong, nung.
30. Moaning, mining, meaning, mooning.
31. Naming, rhyming, gleaming, fuming.
32. Longing, stinging, clanging.
33. The moving moon.
34. The blinding mist.
35. Monks of Rome from their home.
36. The jingling and the tinkling of the bells.
37. I bind the sun's throne with burning zone.

Patter Exercises (on the "Peter Piper" principle)

38. David Dixon dreamed he drove a dragon.
39. Gregory Grigson got a goose and a gander.
40. Walter Waddle won a walking wager.
41. Greta Garbo gobbled gorgonzola.
42. Charlie Chaplin caught a chill at Chiswick.

Speech Exercises

Labials made with the lips

B

bid	bear	rub	rubber
bud	beet	tub	blubber
bad	bean	cub	budding

A big black bug bit a big black bear.
Brother Bill beat brother Ben.
Bees build beautiful abodes.
Ben Brown bought black berries.
Betty Batter made some butter.

F

fun	feel	elf	finish
fish	fit	muff	fashion
fat	fan	stuff	form

Funny fishes furnish fine food.
Fun and frivolity follow foolish fancies.
French fried fritters fill folks full.
The fat fish fell fully fifteen feet.

V

very	vein	save	vision
vast	vest	love	vesture
vat	move	have	verily

Van will save the vines.
His voice revived the vile villain.
The violent vandals vanished.
The valiant victor saved the bereaved lover.

M

mine	most	moat	sum
mew	many	mire	number
move	misery	mum	mountain

The miserable mule moves mournfully.
The nimble monkey mixes the melons.
Money may make much misery.

P

pat	pepper	lip	play
patch	pester	map	porridge
pick	lap	plant	paid

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where is the peck of pickled peppers Peter
Piper picked?

W

win	wart	west	western
wind	wistful	wish	wishful
was	worry	winner	wail

The wan widow wore worn clothes.
William was wishing to wind the watch.
The warrant for the wanderers was wisely withheld.
Wipe the warm water from the wire.

WH

where	which	whistle	whether
when	what	whimper	whale
why	whose	whittle	white

Which white whisk-broom do you wish?
When the whistle whistles, which dog whimpers?
A white whale wallowed.

Palatals

G

go	give	gone	garden
get	girl	garter	govern
guess	gone	muggy	giggle

Disguised guards gathered the guns.
Gertrude gasped and giggled.
The rogue rigged and got away.

Y

yet	your	year	yacht
young	yawn	yell	yeoman
yeast	ye	yen	yes

The youth yielded the yacht.
The yoke made the dog yowl.
The yellow dog yelped at the yeoman.
Yesterday's yield is not yet in the yard.

Nasals

NG

sing	bring	sang	hung
swing	wing	throng	belong
thing	hang	brung	mangle

Singing mingled with a clanging noise.
Moaning and groaning he flung himself over.

(Use also here the m sound turned into the ng returning to the m.)

Liquids

R

rat	risk	hire	rattle
ran	rare	care	mare
run	mire	fare	barrel

Around the rugged rock the ragged rascal ran.
Her remarks were ready and rapid.
The mare hurries over the mire.

Aspirates

H

hand	hall	he	hickory
ham	hare	her	humble
hot	huge	his	history.

His hint caused a hubbub.
Her hose had holes
He hobnobs with hicks.

Dentals

D

don't	fade	nod	tender
did	dame	hod	fender
laid	bid	pod	afraid

Daisy diligently dug dandelions.
Daniel did his duty devotedly.
Della did dishes daily.
The road led through the wood.

CH

child	pouch	charm	chisel
chair	chew	chick	chicken
pinch	much	flinch	enchanted

Childish chatter charms us.
Chums cherish each other.
Chiggers chew the children's chief champion.
The enchanting child chatters cheerfully.

J or G

jug	jerk	juice	majesty
just	gin	jewels	magic
jelly	gill	giraffe	large

George Jones jeers at the gypsies.
James gently suggests a journey.
Jack just jumped joyfully.
A large major unjoints a fragile gymnast.

S

some	sit	silly	sale
person	mister	sought	summer
sing	simple	sour	sew

Swim, swan, over the sea,
swim, swan, swim.

Susan shines shoes and socks;
Socks and shoes shines Susan;
She ceases shining shoes and socks,
For socks and shoes shock Susan.

TH

with	through	think	thistle
path	thick	bath	thousand
worth	thin	smith	thrift

Theophilus Thistle thrust three thousand thistles through the thick of his thumb.

Thousands of thrifty thrushes thronged through the thicket.

then	scathe	other	neither
them	lithe	rather	weather

Neither of them bothers the other.
In northern weather they wither.

Gutterals

G

go	get	gaily	giving
give	guest	gain	going
gone	girl	gaining	giddy

Go get the gay guests.
Gold gleams and glitters.
Gladys gasps and giggles.
Godfrey grasping his gloves glided gracefully over the granite gorge.
Giddy Gordan grew gorgeous gladiolas in his grandfather's garden.

K

keel	kelp	kettle	king	castle
keen	kennel	kill	kirk	cataract
keep	kernel	kind	kitchen	

Call Katie to the kitchen.
The cougar killed a captain.
The cardinal and the canary can carol.
Can the calf call the clodhopper?

Q

quiet	query	question	quality
quack	quail	quicken	quantity
quest	quench	queen	quarrel

The quest was quickly finished.
The query caused the questioner to quail.
The quaint quarter is quarantined.

Linguals

let	<u>L</u> lisp	ladder
lazy	listen	like
lame	letter	link
lad	lose	little
	lock	

Let the little lily alone.
Lily likes the Lilliputians.
Lucy let Lester lose his lamp.
Long live Louis, the lovable.

not	<u>N</u> nestle	needle	neighbor
none	knowing	navy	nephew
name	neither	nature	Newfoundland
Nell	neglect	national	next

Nora never knows the news.
Nellie neglects her neuritis.
None of the newsboys knew this nonsense.

tame	<u>T</u> talk	tease	tuck
take	took	tile	tour
tale	tall	told	tender

Tom told us to take the torn topsail.
Tillie took Tessie to Toston.
The two trains took tourists to the tournament.
The tramp trudged with the troops.

How to Produce Consonant Sounds

L

To produce the l-sound, place the tip of the tongue against the gum of the upper front teeth, and force the voice over the sides of the tongue.

Q

Q is always followed by u. The sound of qu is equivalent to that of kw. Note the directions for securing the correct sound of w.

R

To produce the r-sound, the point of the tongue is raised nearly to the upper gum, while the middle of the tongue is depressed so that the breath strikes sharply on the free tip of the tongue.

W

The sound of w is made with the lips puckered as for the utterance of oo in moon.

WH

The sound of wh is produced by simply blowing gently. Children easily get this sound if directed to hold the index finger before the lips and blow gently against it.

J

The j-sound is equivalent to that of dgh.

It will be helpful to keep the following distinctions in mind. H., wh, p, t, k, f, th as in thin, s, sh, ch, and x (x equals ks) are breath sounds. No voice is used in their production. On the other hand w, b, d, g, v, th as in this, z, zh, j, m, n, ng as in ring, y, l, and re are vocal or voiced sounds.

f	vocalized	becomes	v
p	"	"	b
t	"	"	d
k	"	"	g
s	"	"	z
ch	"	"	j
sh	"	"	zh
wh	"	"	w
th (thin)	"	"	th (then)

Enunciation Exercises

1. Play a word ball game as follows: Let some child stand in the farthest corner of the room. Then let the teacher throw him a ball (word) with her lips. Let him throw it back, taking care it comes all the way (voice), and that it all comes, not just part of it (enunciation). Short sentences or lines from a verse may be used in place of single words.

2. To secure correct pronunciation of the "wh words" use one or both of the following exercises:

(a) Directions to the children:

1. Hold your hands in front of you, so.
(About fifteen inches from the mouth.)
2. Take a deep breath: fill your lungs full.
3. While blowing out your breath so that you can feel it on your hands, say what, which, when, where, white, why, etc.

(b) Same as (a) except that the children try to blow an imaginary candle held at the same distance from their mouths.

3. If a child says de for the or dat for that, the main trouble lies in the position of the tongue; it is back of the upper teeth instead of between the lower and upper teeth. The remedy is simple. Tell the child to bite his tongue and blow. With breath only, this gives th as in then, think, etc. For th as in this, that, etc., tell the child to bite the tongue, blow, and make a sound in the throat. Also have the child practice making the continuous sound, th-th-th (both vocal and non-vocal), thus helping him to feel the difference between it and d.

Exercises for the ng Sounds

1. Close the fist and say "sing". Open the fist gradually.

Close the fist and say "sing". Open the fist fast. Ng results so sing--with a guttural g.

Ask the child to listen to you while you go through the exercise again.

Ask him which word sounded like the American way of speaking.

2. If you work with a child who can't close the nasal passage (this exercise develops pharyngea wall) have him grunt and as he does so he presses down on the back of a chair. Two children can sit on the floor with their feet opposite each other. At a given signal the children start pushing with their feet and grunting.

3. To make the j (dz sound), play "Machinery"--twist the fingers into the palm of the other hand and say--zh-zh-zh-zh (prolong it, then pull away quickly. To say the sh, use the same movement but don't prolong it. Cut short.

Exercise for
l sound

1. Story of the Raindrop

Raise the left arm with the right hand holding the elbow. Tell the children the story about the drop of rain as it comes slowly down--la-la-la-la-la--faster--la-la-la-la--moving the fingers down as you say the la. Finally the rain comes very fast--le, le, le, le, le, move the fingers and tongue very, very fast. (The trick comes in alternate tension and relaxation.)

2. To show stress on words--use the drum and beat out the rhythm.

3. In making final t-d--use the middle finger of the left hand and press it against the finger of the right hand--middle finger--r--ed, and release the finger at the sound of d. Same exercise for tō

4. To have the children get the idea of rhythm--play with a ball. Have the children stand in a circle--teacher takes the ball--as she bounces it to a child she says--"Bounce the ball." Child catches it and does the same thing. All have a turn.

Teacher changes the rhythm

To make the s sound

Have the child put his thumb and middle finger together by the upper front teeth. As the child says "s" he pretends to pull it out of the mouth as though it were a piece of fine string. He pulls it far out. For the "sh" do just the same except the movement of the fingers is short and down--not stretched out long.

In teaching rhymes or jingles use movement or dramatize whenever possible. e.g. When saying the poem "Bubbles" have the children, or at least one child, go to the board and as the children are reciting the poem, the child draws the bubbles with chalk. Next time have a child do the same thing but with the finger--not chalk. This can be varied.

Children can sing "Bye Baby Bunting"--children can draw the rabbit as the song is sung.

Same idea for "Pussy Cat."

Games to Help Develop Correct Use of the
"Th" Sound

1. Riddles

Teacher:

"Tha, tha, thum

This is my _____. (Holds up thumb)

Children: "Thumb."

Teacher: "Ath, ath, auth
This is my _____. (Opens mouth.)"

2. Simon Says

Leader: "Simon says, 'Thumbs up.'--or down, or sideways, or wiggle-waggle, and imitates the action himself. Others do what he says unless he omits, "Simon says," when they are not to imitate. Anyone imitating him is penalized by becoming Simon.

3. Thumbing Game.

Children may recite the following verse. When they say the words, "thump, thump, thumpity, thump" let them drum lightly on their desks.

Thirty thousand thoughtless boys
Thought they'd make a thundering noise;
So with thirty thousand thumbs
They beat on thirty thousand drums:
Thump, thump, thumpity, thump!

4. Thimble

Some member of the class is given the thimble. All sit with their hands clasped so that the leader cannot tell who has it. The leader goes to each child and says: "Thimble, thimble, have you the thimble?" The child responds, "I have not the thimble," or "I have the thimble." The child who has the thimble is the next leader.

5. The Witch's Tooth

This game is played in the same way as the thimble game. A piece of chalk or any small object may represent the witch's tooth. The old witch hobbles up to each child and says, "Have you the witch's tooth?" The child responds, "I have the witch's tooth," or "I have not the witch's tooth."

6. Old Witch

This game is played in the same way as Blind Man's Bluff. (If played in a classroom the old witch might not be blindfolded. The children could remain in their seats and the old witch could carry off to her house on the hill any child that she wished.) If played as Blind Man's Bluff, let the old witch who is blindfolded count to ten. When she says ten, all the children must remain in their places. She gropes around for the children, repeating as she goes, the following rhyme:

Tha, tha, thum
The old witch comes!

The child who is caught becomes the next old witch.

7. Thinking Game

One child is the leader. He chooses some object in a picture or in the room, and says, "I am thinking of something in that picture." He calls on different children to guess. The child who guesses is the next leader.

Leader: "I am thinking of something in that picture."
Child: "Are you thinking of that boy?"
Leader: "No, I am not thinking of that boy."
"Yes, I am thinking of that boy."

8. Old Gray Goose

The children may stand and recite the following verse. Their hands should be on their shoulders and their arms should move up and down for wings.

I'm an old gray goose
Th. . . , th. . . , th. . .
I make the children run
Th. . . , th. . . , th. . .
It is lots of fun
Th. . . , th. . . , th. . .
Run, children, run!

9. Old Gray Goose Tag.

This game could be played during the recreational period. One child is chosen to be the old gray goose. The others line up at some distance from him. When he has finished reciting the verse, he may chase them. The child who is caught becomes the next old gray goose.

10. TH in Months

Leader: "I am thinking of a month that brings two famous birthdays."
Pupil: "Are you thinking of February?"
(Continue using the word "month" in this type of a game.)

11. Animal Game

Leader will think of an animal, for instance a bird. He will say, "I am thinking of an animal. He can sing. He can walk. He cannot talk. He can run. He can hop." (And so on.) Pupils will guess, and the one who guesses correctly becomes leader.

This same game may be played using flowers, minerals, products of a state, varieties of trees, objects in the school house, positions on the football team, etc.

Th Sound (Voiced)

1. Finger Game

Have the children act out the following verse with their fingers as they repeat it:

These are mother's knives and forks;
This is mother's table;
This is mother's looking glass;
And this is baby's cradle.

2. Finger Game

The children repeat the following rhyme, performing the action with their fingers:

This is the church
And this is the steeple;
Open the door
And you see all the people.

3. Aeroplane Game

Have the children play aeroplane waving their arms as they make the aeroplane hum on the voiced th, "th-th-th-th-th-th-th-th-th-th."

4. Which Hand Will You Take?

One child places an object in one of his hands and places both hands behind him. He asks, "Which hand will you take?"

If he guesses correctly, he can keep the object or be the next leader.

5. Windmill

The arms of a windmill make a noise as they whirl around similar to the th in "they". Have the child perform the following motions as he gives the sound: right arm stretched upward, left arm at side. Swing the right arm sideways to the right side and at the same time swing the left upwards. Reverse the action each time the th is sounded.

6. Do This; Do That

All the players stand facing one of their number who is the leader. The one who is the leader assumes any gymnastic position or imitates any action, at the same time saying, "Do this!" and the others immediately imitate. Should the leader say, "Do that!" instead of "Do this!" any player who imitates the action performed must drop out of the game or pay a forfeit. Actions to imitate: bend head, bow, hop, jump, dance, iron, wash, sew, etc.

7. My Ship (Be sure the th in with is voiced.)

"My ship is leaving for China. Guess with what it is laden?"

Pupil: "Is it laden with _____?"

The child guessing correctly is the next leader. (A list of articles containing the th sound should be on the blackboard. The article which the ship is carrying comes from this list.)

SUGGESTIONS FOR PARENTS AND TEACHERS¹⁸

A child's approach to speech should be a happy experience. When cooing, gurgling, kicking feet, waving hands and many other gestures he establishes himself, since vowel formations have grown out of infantile cries. As he grows older he imitates the speech of his family, his pets and noises of his environment.

However, for various reasons all children do not experience a normal unfolding of speech. In such cases it becomes the duty of parents and teachers to dramatize material whereby the speech defective may through play correct his imperfect speech.

To keep the element of play in all the work the mouth cavity may be called a little house, the tongue (a little elf), who does many tricks, touches the ceiling of the house (hard palate), bends back touching awning (soft palate). The doors (teeth), and magic windows (lips), aid the little elf man.

In the basement (the throat) are elf helpers (vocal chords) who work when g, r, l, j, d, b, zh, and all vowel sounds are made.

In making vowel sounds the little elf (the tongue) pushes against the door (lower teeth) and does all sorts of tricks with himself. Children should practice before a mirror, watching the movements of the little elf as he attempts the vowel sounds. Much practice should also be given the magic window (lips), large window for ah, tiny one for oo, wide window for short e, etc.

Teachers and parents should be very sure of all correct placements before they begin work with the children.

Practice before a mirror the following placements:

¹⁸Grace S. Finley, Speech and Play (Boston, Mass.: The Expression Company, 1950).

b--Lips closed, breath released with explosive sound through mouth vibration of vocal chords.

p--Same position as b, except vocal chords are unvoiced.

d--The tip of tongue behind upper teeth, breath released quickly, vibration of vocal chords.

t--The t same position as d, vocal chords unvoiced.

g--Tongue raised at back, breath released quickly through mouth. Vibration of vocal chords.

c--Same position as g, vocal chords unvoiced.

l--Lift tip of tongue high touching front of hard palate, breath released over sides of tongue.

r--Back of tongue slightly raised, tip of tongue points forward but does not touch the front of the hard palate. With vocal chord vibration.

s--Tongue held directly behind front teeth, breath released through slight opening of teeth. Vocal chords unvoiced.

z--Same position as s but with vocal chords vibration.

th--The teeth are slightly parted. Tongue placed behind upper teeth. Breath released through slight opening of teeth. Sometimes the sound is with vocal chord vibration and sometimes without the vibration. Chords unvoiced as in thin; chords voiced as in throw.

sh--The tongue is grooved, the tip behind lower front teeth, breath released through slight opening of teeth. Lips must be protruded to form carriers for the sound. No vibration of vocal chords.

zh--Same positions as for sh but with vibration of vocal chords.

ch--Ch begins with same placement as for t, then tongue changes to sh position; it is a blend of t and sh vocal chords unvoiced.

j--same placement as d changed to zh with vibration of vocal chords.

m--Hum directed to head cavities, lips closed, tongue, jaw and throat relaxed. Sound should come out of nose.

n--Tongue tip against upper teeth, sound released through nose.

ng--A combination of n and g. The back of tongue touches the soft palate, tip of tongue is behind upper teeth.

w--lips rounded leaving very small opening; vocal chords vibrate.

wh--same as w; vocal chords do not vibrate.

y--middle of tongue raised leaving small passage for sound; vocal chords vibrate.

Aid Which Teachers May Give to Parents on
Speech Problems¹⁹

1. Don't refer to the child's speech as different from others. If questions are asked merely say that we all have repetitions and hesitations in our speech; some people have more repetitions and hesitations (longer) than others.
2. Don't hurry your child. Do have a routine that is intelligently--though not rigidly--followed.
3. Don't criticize him too much. Encourage activities in fields of his interest and praise his achievements. This does not mean to coddle him; objective, constructive, helpful criticism is valuable.
4. Provide maximum security. Give him his rights as an individual in your home. Make him feel that he is an important part of your family life. Avoid extreme tension and excitement. Affection and security are two important factors in the development of a child.
5. Do maintain health rules of ample sleep and rest, nutritious food, and outdoor recreation, and check periodically with your physician.
6. Provide favorable speaking situations for your child. He should be encouraged to speak in the presence of family and friends, but never force conversation and never stop him in the middle of a block. Avoid an over-solicitous attitude when a difficult speech situation occurs. Do not supply words in which particular difficulty is experienced. Above all treat him like a normal speaker.
7. Parents should set an example of quiet, effortless speech so the child may be in constant touch with good speech.
8. Make bed-time a pleasant time for daily activities. Story-telling or reading is a good preface for sleep.

Suggestions for Teachers²⁰

Relaxation

Relaxation helps all learning--it makes children and

¹⁹Distributed by Speech Clinic, University of California, 1950.

²⁰Ibid.

adults more receptive--it has been proved to aid physical coordination.

Every speech period should be easy and comfortable. Children should take their exercises as games and have fun as they try to do them well.

The tongue is a muscle, capable of being developed--of being trained as any muscle can be. If a tongue cannot lift, it cannot make a good t, d, n, or a good l and r.

Use any of the exercises that have been suggested to you. Learn to trill your lips and tongue. It is fun and it can be learned.

Whistling is a good speech exercise. It strengthens the soft palate and is good preparation for the s.

Don't try to correct an s or an r before easier sounds have been perfected.

The following order may be safely followed: p, b, m, wh, w, f, v, t, d, n, k, g, ng, h, y, th, l, sh, zh, ch, j, s, z, r.

After the "lip sounds" (p, b, m) are perfected, and the l is well produced, you may safely try blends such as bl, pl, etc. Save the spr, the str, and sqr combinations until later.

Remember that if you do any drill, do it rhythmically. Singing is a good way to learn speech.

The little blackboard games are fun and they are good for coordination. (Bye Baby Bunting, etc.)

Following the leader as you both look in a mirror, and silently "lip" the sounds is good practice.

Do tongue exercises or whatever you do for a short period, and then let the children talk without being interrupted by correcting them.

Language games or "sound" games should always keep the easy rhythm of the sentence as part of the game.

Remember when speech has been retarded for any reason, development should not be under any pressure. It is very important that you yourself keep easy and quiet. You do not want the child to develop a Nervous

Speech Difficulty on top of his articulatory disorder--and he may do so if you insist on accuracy before his speech mechanism is ready for the more difficult sounds.

Don'ts for Teachers²¹

Don't feel you must apologize for the speech defective children in your class.

Don't listen to neighbors or other teachers when they say thoughtless things about these children. Let the school nurse and doctor be your guide.

Don't keep them away from other children because of their speech. They may be the best teachers.

Don't let their speech worry you too much. Some children will sense your anxiety and worry, too.

Don't compare the speech defective child in your class with his brothers and sisters.

Don't shout unless there is a hearing loss. This makes children nervous.

Don't exaggerate your lip movements in talking to these children. This makes speech harder to understand.

Don't correct every mispronounced word; accept and encourage their speech instead.

Don't criticize them in front of others.

Do's for Teachers²²

Do let these children know you have confidence and pride in them.

Do let them see that you like them and act friendly toward them. They need friends.

Do encourage them at all times.

Do make a game out of the consonant speech exercises during class period.

Do things slowly. They can't be hurried.

²¹Darrel C. Minifie, The Speech Defective Child, op. cit.

²²Ibid.

APPENDIX B

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EXERCISES FOR DEVELOPING THE VARIOUS CONSONANT
SOUNDS

Lesson One--General Instructions¹

an as in pan (a)

Relax

Direct children:

Keep your body very quiet, let your head drop to one side and roll lazily to back, other side and front. Your jaw must be very loose and relaxed. Put your fingers on your jaw hinges and yawn. Do you feel them move? Now yawn again easily. (Use a different relaxation idea from time to time.)

Is Your Own
Speech Clear?

Give the child a pan, and pronounce pan, being careful to give a well nasalized n.

T. What have you?

C. I have a pan.

Write and
Speak

Ask child to write pan on the board, pronouncing it as he writes. Ask what letter stands for the sound n. Discuss the written form with the class--height of letters, etc. Erase the word.

Recall

Have children at their seats write pan, saying it as they write. Check papers as you pass around, and note any child who has not been able to reproduce it correctly.

Children who cannot write a word following auditory and visual stimulation should trace the word with their fingers, saying it as they trace.

Children
Give Words

Have children give words that rhyme with pan. They may trace or encircle the rhyming element

¹Distributed by Speech Clinic, University of California, 1950.

in color. Have them pronounce the words. You may practice a few words asking them to prolong n through three counts.

Remember that an unpleasant "twang" may be the result of tension. Watch the final n.

Read Lips

Write the words can, pan, ran, than, on boards. Lip one of them, have child pronounce and point to word on boards.

Work
Quietly

Direct children:

Find the right word to complete the sentence from the following: pan, man, fan, than, tan, Dan, Nan, ran.

1. The cat _____ after the bird.
2. _____ is a girl's name.
3. A _____ is good for hot weather.
4. I like _____ shoes better _____ black shoes.
5. Ann, Ann,
Come quick as you _____.
The fish is out
Of the frying _____.

Draw a picture illustrating the jingle.

Lesson Two

and as in hand

Relax

Direct children:

Put fingers on jaw hinges and say "ya, ya, ya" in a lazy, yawny way. Let the head roll lazily at the same time saying "Yah, yah, yah." (Substitute other relaxation exercises some days.)

Is Your Own
Speech Clear?

Give child the pan used in Lesson One.

- T. What do you have in your hand?
- C. I have a pan in my hand.

Be careful to give full value to n, see that d is delicately voiced.

Write and
Speak

Have child write hand on board, pronouncing it as he writes.

Discuss form of letters with the class. Erase word.

- Recall Have children at their seats write hand, saying it as they write. Check papers.
- Children Give Words Have children give words rhyming with hand, and write them on the board. Outline or circle rhyming element in color. Have children pronounce the words.
- Read Lips Write hand, band, stand, on the board. Lip one of the words. Have child pronounce and point to the word on the board, or write it on the board.
- Work Quietly Direct children:
Find the right word to complete sentences from the following: band, stand, hand, sand, land.

1. The children played with their shovels in the _____.
2. The _____ played "America."
3. The children clapped their _____s.
4. The teacher said "_____, children."
5. The captain will _____ his boat.

Find a jingle, or make one yourself, ending with "and" words.

Lesson Three

Review

- Relax Direct children:
Stand, and raise arms above heads. Try to touch the ceiling with finger tips. Stretch! Stretch!!!
- Keep your wrists and fingers very loose, shake imaginary drops of water from your fingers.
- Read Silently Write following sentences on the board.
- The man had his hat in his hand.
The boy is glad that he can run.
The cat ran after the rat.
We are playing in the band.
- Ask a child or children to pantomime one of the sentences.
The other children say which one is pantomimed.
The same procedure is used with the remaining sentences.

Recall
and
Evaluate

The sentences are erased, and are rewritten on the board by selected children. The children judge both writing and spelling and make any necessary correction.

The entire class writes the sentences from dictation.

I Went to the Store

Teacher of child begins, "I went to the store and I bought _____." (Needles, nails, nuts, etc.) Each child repeats purchases up to about six and the game starts over.

Hot-Cross Buns

Hot-cross buns! Hot-cross buns!
One a penny, two a penny,
Hot-cross buns!
If you have no daughters,
Give them to your sons,
One a penny, two a penny,
Hot-cross buns!
But if you have none of these
little elves
Then you may eat them all by
yourselves.
--Mother Goose

Little Cousin Jenny
Has a bright new
penny
What will it buy?
What will it buy?

It will buy a stick
of candy
One for me and one
for Andy
That's what it will
buy
That's what it will
buy.

Wonderings

I wonder why I have two feet
While Kitty-cat has four?
I guess perhaps that God forgot
To give me any more
But then of course I have two hands
While Kitty hasn't any
Two hands and then four feet, as
well
Perhaps would be too many.
--Higgins

John had
Great big
Water proof
Boots on
John had
A great big
Water proof
Hat (on)
John had
A great big
Water proof
MacKintosh
And that
(Said John)
Is That!

Man in the Moon

You've gone again;
You've hidden behind
A curtain of rain
When the curtain is raised
You'll be clean, I ween.
The brightest man
That ever was seen.
--Wood

Lesson Four

Working With a Drum

<u>We get ready</u>	Open them	Open them
	Shut them	Shut them
	Open them	Open them
	Shut them	Shut them
	Give a little	Fold them in
	clap	your lap!

Such motion jingles can be given without explanation. The children follow easily the speaking and doing.

The Drums Keep Time!

When you are developing the ability of a group to respond rhythmically, try starting with some of their own movement at their own tempo.

Take your drum. The children are at one end of the room with you. One child is selected to go to the other end. He may come back as he chooses and the drum keeps time to his walking, running, etc. Two or three other children may show other ways of coming across the room.

Now a rhythmic leader is chosen.

(A child's tempo is better for children to follow than to have them follow you.)

Later you may chant as you keep time with the drum, something like this:

Mary, Mary, Mary is walking
We'll go a walking with Mary today
(Mary chooses one)
Walking, walking, now they are walking
Walking and talking this bright sunny day.
(or rainy day)

(The second child chooses another, and soon all "go a walking")

Such a lesson may be followed by keeping time to running, jumping, skipping, etc. as they may develop.

One group developed giant steps which were accompanied with:

Fie--fie--fo--Fum
I'm a GIANT
Here I come!

And Fairy steps:

Tippy, tippy, tip toe
Run--run--run
Tippy, tippy, tip toe
Here I come.

Tippy, tippy, tip toe
Arms up high,
Tippy, tippy tip toe
See me fly!

We listen

Who can tell what the drum is playing? (walking, running, fairy steps, giant steps, etc.)

Such an approach is especially good when language is undeveloped, and fun when it isn't. It is a means of preparing a group to respond to other rhythmic activities.

It seems wiser in the beginning to encourage walking rather than marching, because the movement is more relaxed--more natural.

One teacher had her children walk with arms reaching high--palms turned to catch the sun. This brought chests and heads into position without talking about it.

Many Mother Goose Rhymes have good rhythm to move to--

Hot Cross Buns	-- Marching or walking
Polly Put The Kettle On	-- Running
Hickory Dickory Dock	-- Skipping
Jack be Nimble	-- Jumping

Names make wonderful rhythmic patters and moving to them gives their owners great satisfaction.

Richard Gonsalves

This child made a beautiful whirl on his last name.

Elizabeth Ann Williams

This name moves in a lovely combination of gaiety and dignity that delights any group.

You and your children will begin to look for new movement patters all about you. The world is full of

them--and rhythmic patterns--maybe more than words themselves are responsible for transmitting the meaning of language.

Lesson Five

We Get Ready

"Left and right" is part of getting acquainted with the grown-up world

At first the teacher may use the opposite hand in giving directions. Later she merely speaks with the children as they do it.

Stand!
I put my right hand in
I put my right hand out
I give my body a
shake, shake, shake
And turn myself about.

(This may be followed by left hand, then right foot and left foot.)

I take my seat and rest.
(Heads down.)

Speech Improvement

Lip Flexibility

Talk about the funny clown and the funny faces he makes

See how widely your lips open as you say "Oh".

(Your hands may help encompass a similar shape)

Draw your lips far back as if you had a string attached to each corner when you say ee

Make your lips tight and round when you say oo.

Say very rhythmically several times:

Oh oo ee oo

(It is fun to read the shapes of these sounds.)

DRAW A CLOWN!

Sound of p as in pie, apple, up. Review the production of p.

Say pie--Notice that your lips are closed at first in forming p, then open suddenly with an explosive puff. Demonstrate the explosive puff by holding a piece of paper before the lips. (p is voiceless)

Unless p is completed with an explosive puff no sound is heard. Be careful then, when p is final to complete the consonant.

We Get Ready

Warm Kitty, soft kitty
Little ball of fur
Sleepy Kitty, Happy Kitty
Purr! Purr! Purr!
(Stroke right arm with left hand and finally make purring noise.)

Now be sleepy Kittens. See how soft you can make your paws--very floppy--soft--and still.

We Speak and Read

Come pretty pussy
Here's milk in your pan
Lap it up, lap it up
Fast as you can.

Association of spoken and written form is the beginning of reading--

It is well to have the jingle on the board or chart. In the beginning the association between spoken and written, or printed form, is incidental. A little later the teacher may make the sweep, with her hand, from left to right as she reads the jingle. Next, a child may be the leader and do the same.

Learning to go from left to right is to develop a needed reading skill.

One teacher has the children make bowls of their hands. One child in each row is the pussy. The children call, "Come Pussy." The pussy laps milk from each child's bowl. He lets his tongue come out and go back as he laps like a real pussy.

The children may draw the pussy.

Lesson Six

We Get Ready

(Close fingers around thumb)

Jack in the box
Sits so still
Won't you come out?
Yes, I will! (Thumb jumps out
on Yes.)

Objects do better teaching in the beginning than pictures.

Provide objects or toys for practicing the sound of p (puppy, penguin, top, apple, paper, cap, pan, piano)

The toys are named, and placed on a table, or place where they may be easily seen.

It is important when working for clear sounds to keep the rhythm of the sentence intact.

Teacher--Please give me the puppy
Child--(Handing it to her) Here is the puppy.

If the child does not say the practice word clearly, the teacher may demonstrate with a thin strip of paper, (as: top) the movement made by the well produced p.

We read lips

Lip reading trains in the observation of the way sounds are made.

Now the same game is played except that the teacher shapes the names of the toys with her lips--the children guess and answer as before.

A game to develop observation and alertness.

The children may close their eyes--and a toy is hidden.
T.--What toy did I take away?
C.--You took away the puppy.

A chance to practice consonants.

The child who guessed may take a toy away.

In a large group, toys are a problem unless all children have a turn of some kind. It is a real deprivation not to let them handle the objects they see--and it is part of their learning. Toys may be used to develop games that will give any sort of needed language practice. Alternate the consonant sounds.

LIP CONSONANTS

P. B. M. W.

P is the popping corn sound.

Press the lips tightly together. Now blow them apart with your breath.

Little Motor Boat²

Would you like to take a ride
In a little motor-boat?
A boat that goes "P-p-p-p-p!"
She'll take you all around the lake
And bring you back again
With a happy little "P-p-p-p-p."

Game: Let Us Play Motor Boat

Make a boat like this:
(The children join hands in a circle)
The boat says "P-p-p-p-p" as it runs.
It whistles and stops at the dock.
A passenger gets in.
The boat goes to the next dock.
The passenger gets out and another gets in.

Exercises for "p"--Listen for the "p" sound.

Initial	Medial	Final
pie	paper	up
pencil	puppy	hop
penny	happy	sheep
pig	upon	lip
park	supper	cup

Do the same with "lp"--"mp"--"sp"--"ps"--"pt"

Give Drill phrases and ask child to repeat them.

pumpkin pie	pretty picture
pretty polly	pump it up
pots and pans	potatoes and peas

²Distributed by Speech Clinic, University of California, 1950.

Practice Sentences for "p" sound.³

1. Did you pay a penny for your pen?
2. Paul paid a penny for his pencil.
3. The puppy runs and jumps in the park.

Completion Game for "p" sound.⁴

1. Paul's pencil cost
one puppy--one paper--one penny
2. After supper Paul plays with
the paper--the puppy--the apron
3. The pictured painted by Peter was
a cup--a top--a plane

Suggested Poems

Pā pē pī pō, See my lips together go
Pē pī pō pā, First they press then jump away.

Popcorn Posies⁵

Hop, hop, hop! Watch the popcorn pop
Into pure white posies, Then stop, stop, stop!

The Picnic

A pig, a poodle, and a parrot
Upon a pony gay
With a pickle, a pepper, and a parsnip
On a picnic road away.

The pig rode alone to the picnic;
In the park he seemed peeked and pale,
He'd eaten the pickle and pepper,
Now this is the end of the tale.

Rap - a - tap - tap
Tick - a - tack - too
This is the way to make a shoe.

³M. Pearl Lloyd, Our First Speech Book (New York: Newson and Company, 1942). p. 3.

⁴Lucille D. Schoolfield, Better Speech and Better Reading (Boston, Massachusetts: The Expression Company, 1937), p. 19.

⁵Alice L. Wood, The Jingle Book For Speech Correction (New York: E. P. Dutton and Company, Inc., Publisher, 1934).

Little Brown Rabbit
Little brown rabbit, went hippity hop.
Hippity hop, hippity hop.
Into the garden without any stop.
Hippity hop, hippity hop.

He ate for his supper a fresh carrot top
Hippity hop, hippity hop,
Then home went the rabbit without any stop
Hippity hop, hippity, hop.

B is the baby bear sound.
Press the lips lightly together as you did for "p".

This time blow them apart with the voiced breath.

Bow-Wow⁶

Part I "Bow-wow" said the dog, "Bow-wow!"
"Bow-wow" said the little dogs, too;
Solo "I wouldn't be a cat
Teacher Always looking for a spat,
or I wouldn't be a cat, would you?"
Child

Part II "Me-ow!" said the cat, "Me-ow!"
"Me-ow!" said the little cats, too;
Solo "I wouldn't be a dog,
I'd much rather be a frog:
I wouldn't be a dog, would you?"

Game Let us make the first sound in "Bow-wow."
Put your lips together as you did for "p".
This time something happens in your throat.
Put your hand on your throat.
First sound "p", then sound "b".
Do you feel something moving for "b"?
For "p" you puff and for "b" you sing.

Say this little rhyme:

Pā bā, pā bā, pā bā pā
Puff, then sing it; that's the way.

Exercises for "B". Listen for the "B" sound.

⁶Lloyd, Our First Speech Book, op. cit., p. 6.

Initial	Medial	Final
be	baby	sob
bear	rabbit	web
boat	rubber	rob
book	robin	rib
ball	bluebird	cab

Do the same with "bl" -- "br".

Give drill phrases and ask the child to repeat them:

bounce-the-ball	books for boys
brown bread	bats and balls
bacon and beans	baby brother

Practice sentences for "B" sound:⁷

1. Ben is a big boy.
2. Ben has a baseball.
3. Bob has a rubber ball.

Completion game for "B" sound.

1. Ben is a
bug--boat--boy
2. Bob's ball is made of
robin-rubber--cabbage
3. Bob took a bath in the
tub--rub--web

Suggested Poems

Bub Bub⁸

Unison	Bub bub bub, bub bub bub bub bub bub, bub
Solo	Two little baby boys in a big tub;
Unison	Bub bub bub, bub bub bub, Bub bub bub, bub
Solo	Bring the soap, bring the soap, Give them a rub.

B's

Big brown bear and bumblebee⁹
Both beneath a butternut tree.

⁷Schoolfield, op. cit., p. 21

⁸Lloyd, op. cit., p. 8.

⁹Wood, op. cit., p. 12.

"Buzz!" boomed the Bee, "There my breakfast goes!"
"Boof," barked the Bear, "What bit my nose?"
Bumblebee!!

Bubbles, Bubbles, Bubbles
Red, green and blue
Bubbles, Bubbles,
I blow one to you.

Baa-baa--lambs play
Baa-baa--all day.

Fairy Blue
Blue, blue, Fairy Blue,
Under a blackberry bower,
A blanket of blossoms for her bed
And a blackbird's song by the hour.

M is the humming sound.

Close the lips and make a voiced sound through the nose.

The Humming Bird¹⁰

Humming bird is humming in the honey-suckle vine
M-----mm
Hunting for the honey juice on which he likes to dine
M-----mm
Funny little humming bird singing with its wings
M-----mm
Puts his bill down in a flower, out the honey brings
M-----mm.

Game The hummingbird's wings go fast.
 It hums with its wings
 Have you seen its long bill?
 What flowers does it like?
 It likes columbine.
 It likes honeysuckle.
 It likes the trumpet vine.
 Make the hummingbird sound.
 You must sing it through your nose.

Exercises for "M"--Listen for the "M" sound:

¹⁰Lloyd, Book I, op. cit., pp. 10-13.

Initial	Medial	Final
me	mamma	am
milk	summer	him
miss	family	room
men	America	game
more	milkman	come

Do the same with "lm" "sm" "zm".

Give Drill Phrases and Ask the Child to Repeat Them:

more and more	humming in the morning
mountains move	murmuring and mumbling
making merry	making music

Practice Sentences for "M" Sound:¹¹

1. The milkman came some time ago.
2. The farmer's name is Mr. March.
3. "Good morning, Mother," said Mary.

Completion Game for "M" Sound:

1. Mary said good morning to
mouse--mother--Mr. March
2. Mr. March is a
fireman--policeman--farmer

Suggested Poems

Part I The Man in the Moon¹²
The man in the moon
Lives up in the sky,
And winks at me
As he sails by.

Part II The man in the moon
Is not very shy
I know by the way
He can wink his eye.

Meals

"Moo! Moo! Moo!" mooed the muley cow
One Monday morning in May.
"Mary may have a mug of milk
May I have a mouthful of hay?"

¹¹Schoolfield, op. cit., p. 23.

¹²Lloyd, Book I, op. cit., p. 13.

Monkey Tree
I go to Monkey Tree
May and Mee
With baby Mee-Mee
Chat and climb
I eat peanuts all the time.

W is the whispering wind sound.

Push out the lips and make a small circle

Now blow through the little opening.

Daddy's Car¹³

Part I Whenever daddy starts his car,
It makes a funny sound;
It says w--w--w--w--
And then the wheels go round.

Part II Sometimes when it is very cold,
The wheels won't go around;
It won't do anything but sit.
And make the w--w-- sound.

Game Make the sound the car makes before it starts.
You must round your lips.
Put your hand on your throat.
You will feel something moving there.
Hold your hand before your mouth.
You will feel the breath on your hand.

Say this rhyme:

Wā, wē, woo, wō,¹⁴
Round the lips as if to blow,
Wā, wē, woo, wō,
Like the car the sound must go.
(Play you are driving a car.)

Games Woof, Woof¹⁵

Part I The puppy dog's tail
Went wig, wig, wag.

Part II And his mouth went
"Woof, woof, woof!"

¹³Lloyd, Book I, op. cit., pp. 14-15, 16.

¹⁴Ibid.

¹⁵Ibid.

All He wagged and he woofed
 And he woofed and he wagged
 At a little white cat
 On the roof.

(Play woof, woof)¹⁶
Let the desk be the roof.
The cat sits on the roof
The oo in roof and the oo in woof
Must sound like the oo in boot;
The oo in root and the oo in troop
Must sound like the oo in toot.

Exercises for "w". Listen for the "w" Sound:

Initial	Medial	Final
we	away	raw
went	anyway	draw
west	anyone	paw
wish	awake	straw
work	always	law

also the "u" sound in queen, square, sweet, twig

Give Drill phrases and Ask the Children to repeat Them:

whittle wood one whisper
which way is west where is the white one

Practice Sentences for "w" Sound:¹⁷

1. We went away last week.
2. Which whip is yours?
3. Why did you whisper to her?
4. We went to the woods.

Completion Game for "w" Sound:¹⁸

1. We went for a ride in Uncle William's
window--wagon--watch
2. The wagon was filled
with water--with words--with wood
3. You can blow a
whistle--wheat--white

¹⁶Lloyd, Book I, op. cit., pp. 14-15, 16.

¹⁷Schoolfield, op. cit., p. 27.

¹⁸Ibid.

4. A wagon has four
wheat--wheels--whales

Suggested Poems

The Wind¹⁹

Part I I like the wind when he is good
And helps me fly my kite;
Part II But I don't like him when he howls
And sings "Oo-oo" all night.

A Cold

The weather was windy,
The weather was wet
We waded through water
And what did we get?

Woo, woo, woo, Blows snow to you²⁰
Woo, woo, woo, Blows rain to you
Woo, woo, woo, Flies kites for you
Woo, woo, woo, Rocks nests for you.

¹⁹Lloyd, Book I, op. cit. p. 18.

²⁰Grace S. Finley, Speech and Play (Boston, Massachusetts:
The Expression Company, 1950.) pp. 25-26.

GENERAL FACTS ABOUT SIBILANTS²¹

1. There are six in number: s and z; (sh) and ;
t (ch) and dz.
2. Frequently they are called the "hissing or hushing" sounds.
3. They are very high-pitched sounds.
4. They seem to be the most complicated of all sounds from the point of view of formation; hence are difficult for children.
5. Generally they are the last learned or perfected by little folks.
6. Of all consonants, they are the most frequently found to be defective or faulty.
7. Only a very slight deviation of the tongue or abnormality of the teeth or jaw structure is likely to cause a faulty sibilant.
8. Only a little breath pressure is needed to make them. Too much pressure makes them "noisy".
9. The "friction" is noted more in these sounds than in any others of the fricative continuants because the breath comes through a narrowed channel and against a sharp, biting edge.
10. The task of correcting these sounds is generally a long one and requires much patience and ingenuity.
11. These sounds contribute to good speech a "fizzing", bubbling quality, a certain sharpness. One hears in these sounds the splashing and dashing of waves as they tumble over each other. They also give continuity to speech.

²¹Distributed by Speech Clinic, University of California, 1950.

ORAL LANGUAGE AIDS²²
AND EXERCISES

The Sound of "s":

1. Here is a sound that I say with my breath.
Listen and see if you can hear it with your
eyes closed. . . s-s-s-s-s-s-s
2. Pick out some people in the room whose names
begin with "s".
3. This sound helps me say words. It helps me
say "Sue." It helps me say "Sam," etc.
4. Can you make this sound? s-s-s-s-s-s

The Teapot

I'm a little teapot
Short and stout
Here is my handle
Here is my spout
When I get steamed up
Hear me shout--
S-s-s-s-s-s-s-s
Tip me over--
And pour me out.
Glup--glup--glup--glup.

5. What sound does the teapot make? s-s-s-s-s
6. My teeth and my breath make this sound.
My tongue hides behind my teeth.
Look in a mirror and see if your tongue
is hiding.
7. Let's bake a cake--our teakettle is already
on and we will have plenty of warm water
with which we can wash dishes.

Baking a Cake

Into a bowl I put some plums
Stirabout, stirabout, stirabout.
Next the good white flour comes
Stirabout, stirabout, stirabout,
Sugar, better, eggs, and spice
Stirabout, stirabout, stirabout.
Mix them scrape them, and bake them so nice
Stirabout, stirabout, stirabout.

²²Distributed by Speech Clinic, University of California,
1950.

The Little Snake²³

1st child A little snake slept all winter long,
At the foot of an old oak tree,
2nd child Curled up warm in his little nest
As snug as a snake could be.
3rd child But when the warm spring sunshine came,
The little snake awoke one day
4th child And said, "It's too warm in this nest of mine,
I think I'll go out to play."
5th child So out of his nest he softly crept
To see what he could see.
Unison He saw the sun way up in the sky
And "s, s, s," said he.

Exercise for "s":²⁴

How shall we make the snake sound?
Put the tip of your tongue to the ridge.
Think of holding a toothpick between the tip and
the ridge.
That would make a very tiny hole.
Hiss very gently through that hold.
Your tongue must not touch your front teeth.
It must not peep out between your teeth.
It must stay back at the ridge.
Sometimes a train makes this sound.
The steam comes out of a little pipe when the
train stops.
Next time you are at the station listen for the
steam.

Exercises for "s". Listen for the "s" sound:

Initial	Medial	Final
sat	pussy	us
sing	pencil	posts
soup	sunset	lips
sold	outside	miss
saw	myself	House

Do the same with "sk", "scr," "sl," "sm," "sn," "sp,"
"spl," "spr," "st," "str," "sw," "squ".

Give drill phrases and ask child to repeat them:

sewing a seam	thus and so
safe and sound	see the nest

²³Lloyd, Book I, op. cit., pp. 96-99.

²⁴Ibid.

Practice Sentences for "s" sound:²⁵

1. The sailor went to sea.
2. Bessie said she wanted a bicycle.
3. Lucy said she wanted a seesaw.

Completion game for "s" sound:²⁶

1. Sue sang a song about
summer-Santa--sand
2. Sam sang a song about a
Santa--Bessie--sailor

Suggested Poems²⁷

Sue sold soda, Sal sold soap
Sam Sailed South to the Cape of Good Hope.

See saw up and down²⁸
Up and down we go
High low high low
See saw so.

Meadow Pond
North breeze! South breeze!
Both pass
Across sky's looking-glass

Sea shells, sea shells
Every shape and shade.

Snip, snap! Snip, snap!
Hear, oh hear my tale!
The snake ate the snapper,
And the snapper ate the snail.

The sound of "sh":

Teacher: Tell me, where have you heard this
sound before?
Sh-h-h-h-h, sh-h-h-h-h
It is a blowing sound
We close our teeth.

²⁵Schoolfield, op. cit., p. 67.

²⁶Ibid.

²⁷Wood, op. cit., p. 21.

²⁸Ibid.

Mr. Pinkytongue is lazy and humps up
in the back. Then we breathe out air.

Let us all try it--Sh-h-h-h, sh-h-h-h

Mother says "sh" when she wants us to
be quiet. Put your finger up to your
mouth and say "sh" to someone. Can you
feel the air on your finger?

Listen to this story: The little yellow
duck is taking his nap.
"Sh" everybody, just whisper, don't talk;
He's all tired out and he needs his rest--
"Sh" everybody, just tiptoe, don't walk.

Say it with me.

"Sh" helps me to say words, too.
It helps me to say "shoes."

New shoes, new shoes,
Red shoes and blue shoes
Buttoned shoes and low shoes
Which shoes will you choose?

Shiny shoes, black shoes,
White shoes, brown shoes
If only on Sunday
I could choose my own shoes.

Which shoes will you choose?

Here is a nice story that we can act out:

"Sh!!" says Mother
"Sh!!" says Father,
Running in the house
Is a very great bother
"Sh--sh--sh!!"
Who would like to be father?
Who would like to be mother?
Let's try it.

Sh!! Little Dolly!²⁹

Unison Sh! little dolly, sh! I say;
(Girls) There's time to sleep, and time to play;
1st child Close your eyes and go to rest,

²⁹Lloyd, op. cit., pp. 20-21.

2nd child The sun is sinking in the west
Unison Sh! little dolly, sh! I say
Soon will come another day;
3rd child When the sun lights up the sky,
4th child We shall waken, you and I.

Exercise for "sh":³⁰

When I make too much noise, mother says "Sh."
When the baby cries mother says, "Sh!"
When I put my doll to sleep, I say, "Sh, sh!"
When I chase the chickens, I say, "Shoo, shoo!"
The "sh" is something like "s" but I blow through
a wider hole.

Shā, shē, shī, shō³¹
Through a wider hole I blow.
Shē, shī, sho, shā
Sides of tongue with teeth must play.

Exercises for "sh". Listen for the "sh" sound:

Initial	Medial	Final ³²
shoe	washes	wash
shall	nation	push
she	sunshine	splash
sheep	dashes	rush
ship	fishes	radish

Give Drill Phrases and Ask Child to repeat Them:

share the sugar fresh fish
shut the shop sharp show

Practice Sentences for "sh" Sound:³³

1. Shall I show you the toys in our shop?
2. She found those shells by the ocean.
3. Here is the ship Marcia gave us.

Completion Game for "sh" Sound:³⁴

³⁰Ibid.

³¹Ibid.

³²Schoolfield, op. cit. p. 87.

³³Ibid.

³⁴Ibid.

1. In the toy shop we saw a
shake--ship--show
2. Shirley brought some
brushes--fishes--wishes
3. Shirley's mother gave her a
push--brush--dish

Suggested Poems

If Wishes Were Fishes³⁵
If every wish were a little fish,
And all those fishes fried,
Who would wash the dishes that held the fishes
Around this sphere so wide?

"My dears," said Mrs. Fish,
To all the little Fishes,
"I shall have to ask you
To do my dishes."

"Shine my shoes," said the man,
"Shine them fine
And I will give to you
A shiny dime."

Sandman³⁶
Sandman comes, hush, hush
Eyes shut--sh-----
Sandman goes.

The sound of "ch":³⁷

Teacher: Here is a sound that is fun to make.
Listen as I make it and tell me what
it makes you think of.
Ch-ch-ch-ch-ch
Yes, it does make you think of a train,
doesn't it?
I make that sound when I sneeze, do you?
A-choo, Achooo!

Let's all stand. Put your hand in front of
your mouth. Now take a big breath. Sneeze
into your hand. We always cover our mouth
when we sneeze. Put your other hand on your
belt. Now do it again and feel the jerk.

³⁵Wood, op. cit., p. 47.

³⁶Finley, op. cit., p. 31.

³⁷Distributed by Speech Clinic, University of California,
1950.

Air comes quickly through the nose
Then more quickly out it goes
Ah-choo, ah-choo, ah-choo
With every sneeze I have to do
I say the words "Ah-choo, ah-choo!"

This sound helps me to say words, too.
It helps me to say: chocolate, chicken,
Charlie.

Listen to this story:

Charlie ate a chicken sandwich
Chocolate soda--chocolate cake.
Then Charlie had some cherry pie--
Now Charlie has a stomachache.

Here is one you will like about my train:

I have a train that runs on a track
Choo, choo, choo, choo
It runs around and then it comes back
Choo, choo, choo, choo
I toot the whistle,
I left off the brake--
Sh--h--h
And here we go--what a ride we'll take
Choo, choo, choo, choo (faster and faster
and finally slow down.)

A-Choo³⁸

Unison A-choo! a-choo! a-choo!
1st child I don't know what to do;
2nd child Something makes me sneeze and sneeze
Unison A-choo! a-choo! a-choo!

Exercise for "ch":

Choo choo, choo choo, choo choo, choo.
Tip to ridge as if for "to";
Choo choo, choo choo, choo choo, choo.
Make the engine sound come through.

Exercise for "ch". Listen for the "ch" sound:

Initial	Medial	Final
child	teacher	each
chair	riches	speech

³⁸Lloyd, Book I, op. cit. p. 122.

chap	kitchen	rich
cherry	peaches	march
children	watches	match

Give drill phrases and ask child to repeat them:

chase the chickens	kitchen chairs
watch the pitcher	catch the chalk

Practice Sentences for "ch" Sound:³⁹

1. May I choose the children for our play?
2. Charles may be Charlie Chipmunk
3. One child may be a Dutch boy.

Completion Game for "ch" Sound:⁴⁰

1. All the children marched to their
cheese--chairs--chains
2. The boy chosen for Charlie Chipmunk was named
kitchen--Charlie--Richard

Suggested Poems

Chee! Choo! Chug!⁴¹

"Chee, chee, chee," sang the chickadee.
"Choo, choo, choo!" said the train
The train went chug, chug, up the track
And the chickadee sang again

The Toy Train
My little train runs on a track
Choo, choo, choo.
And we go on a trip today
Choo, choo, choo.
The whistle toots! The bell I ring!
Choo, choo, choo
And here we go upon our way
Choo--choo--choo--

The Chickadee
The chickadee chirped in the cherry tree,
"Cheer up, cheer up, chee chee."
The chipmunk sat listening with joyful glee
"Cheer up, cheer up, chee chee."

³⁹Schoolfield, op. cit., p. 91.

⁴⁰Ibid.

⁴¹Wood, op. cit., p. 48.

The Squirrel⁴²

Chee, Chee, squirrel chatter
Chee, Chee, nuts scatter.
Chee, Chee, cheeks fatter.

The sound of "z":⁴³

Teacher: Close your eyes while I make this
sound. Z-z-z-z-z-z-z-z
What does that sound make you think of?
Let's all pretend that we are bees.

Song of the Bee

This is the song of the bee--
Bz-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z
A jolly good fellow is he
Bz-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z
On days that are sunny
He's making his honey
Bz-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z.

Does that sound make you think of anything
else?

Whenever I hear up in the sky
Z-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z
I know a plane is passing by
Z-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z
Flying, flying up so high
Z-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z
Take me with you through the sky--
Z-z-z-z-z-z-z-z-z-z-z-z-z-z-z-z.

We close our teeth the same way we do for the
tea-kettle sound.

My zipper coat zips up
My zipper shoes zip down.
Zip it up
Zip it down.
Zip. . . zip. . . zip.

Here is a game. Half of us will pretend that
we are bees. The rest of us will tell the
story.

⁴²Finley, op. cit., p. 33

⁴³Distributed by Speech Clinic, University of
California, 1950.

- 1 The busy bee is singing a song
- 2 Z-zzz, z-z-z-z, z-z-z-z
- 1 He sings to the flowers all day long
- 2 Z-z-z-z, z-z-z-z, z-z-z-z
- 1 He visits blossoms one by one
- 2 And sings until his work is done
- All Z-z-z-z, z-z-z-z, z-z-z-z.

Exercise for "z". Listen for the "z" Sound:

Initial	Medial	Final
zoo	busy	does
zebra	lazy	is
zone	visit	was

Do the same with ("bz"--webs) ("dz"--adds) ("gs"--eggs)
("lz"--dolls) ("mz"--homes) ("nz"--pans)
(ngs"--songs) ("thz"--truths) ("vz"--gives)

Give drill phrases and ask child to repeat them:

red as a rose	baby's toes
zebras in the zoo	buzzing bees

Practice sentence for "z" sound:⁴⁴

1. Rose lives near the zoo.
2. The zebra lives in the zoo.
3. Rose's brother lives dogs.

Completing game for "z" sound:⁴⁵

1. The zebra's home is in the
zone--zoo-zion
2. When Rose visits the zoo she sees
dolls-drums--bears--rains
3. Rose's brother has two
bugs--pigs--dogs--webs

Suggested Poems

"Z-z-z," says the busy little bee;⁴⁶
"Z-z-z," I'm as busy as can be;
Getting honey for the winter,
Don't you see.

⁴⁴Schoolfield, op. cit., p. 83.

⁴⁵Ibid.

⁴⁶Lloyd, Book I, op. cit., pp. 100-107.

Zā, zē, zī, sing⁴⁷
Through the tiny hole I sing
Zā, zī, zo, ze
Make it sound just like a bee: z-z-z-z.

Zipper⁴⁸
Zip, zip, zee, zippers for me,
Zipper shoes, zipper shirt,
Zipper bag, zipper skirt.
Zip, zip, zee, zippers for me.

⁴⁷Ibid.

⁴⁸Finley, op. cit., p. 30.

COMMON "R" ERRORS 49

1. Inability to make the sound in cases of:
 - (a) delayed speech
 - (b) infantile speech
 - (c) foreign dialect

2. Omission of the sound in:
 - (a) infantile speech--girl--gul; pretty-pitty; hurt--hut.
 - (b) regional dialect--better--betta; father--fatha
(eastern and southern)
 - (c) in careless speech--library--liberry; February--Febawary

3. Slurring of the sound in different consonant blends especially in slovenly articulation, in infantile speech, and also in foreign and regional dialect cases.

4. Retracted--the tongue is pulled too far back and is too tense, causing a hard, throaty sound. Found in western and mid-western speech.

5. Inverted or retroflex "r"--the tongue tip is curled back too far, causing a throaty sound.

6. Trilled or rolled--in foreign accent generally. (Telephone operators use this type of "r" for easy recognition.)

7. Made at the uvula, giving a guttural or "gargled" sound. It is the "burred" r found in Scotch and some times heard in French and German.

8. Added where it does not belong: idearr, squarsh, Warshington.

9. Produced with insufficient resonance, due to too great tension or clipping the sound.

10. Inserting the neutral vowel () between the r and another consonant; dry--d ry; tree--t ree; blue--b lue.

⁴⁹Distributed by Speech Clinic, University of California, 1950.

11. Substituting l for r--infantile speech and in dialect (Chinese).

12. Substituting W for r in infantile speech; rooster--wooster; ready-wedy.

13. Substituting v for r--in cases of:

- (a) faulty dentition
- (b) infantile speech
- (c) careless speech

round-vound
bright-bvight

Preparatory Ear Training for Consonant R⁵⁰

To the Teacher: Sound of r as in red, hurry.
The most important factor in improving the sound of r is that the teacher shall produce it well herself.

Introductory Note; The sound r is formed by placing the sides of the tongue against the upper back teeth, while the tip moves up to a point just below the upper gums. The lips take on approximately the shape for the vowel following.

The most common substitution for r is w; since w is formed with rounded lips, the first step in the correction of r is to change the shape of the lips. If the teacher has the habit of rounding her lips when she forms r, she may need to practice the syllables ray, rah, rye, ree, with unrounded lips before the mirror before she gives the exercise to the child. The lips should take the shape of the preceding vowel.

Suggestions for Teaching

To teach r ask the child to say ee with his mouth as wide open as it is possible for that vowel. Now, keeping his lips and the back of his tongue motionless, he raises the tip of the tongue up and down toward (but not touching) the upper gums. This is performed as a tongue exercise, without sound. The use of a mirror will aid him in controlling the tongue. Then let the child try to say rah, using the same movements for the tongue as in the preliminary exercise. When he can do that, he

⁵⁰Distributed by the Speech Clinic, University of Montana, 1950.

may pronounce other syllables: rye, ree, ray. It is better not to use the syllables row, raw, rue, at first, because the vowels in these words are formed with rounded lips. This lesson should be preceded by tongue and lip exercises.

To get the best results r should always be taught as an initial consonant followed by a vowel, not as the vowel sound in her.

Relax:

Speak
and

Read: Raindrop game for tongue exercise.

Most Mexican and Italian children can produce the trilled r. Many children use the trilled r as they push toy cars or tractors. The trilled r is an excellent exercise for tongue activity needed to produce a good r sound.

The Tractor

R------(trilled r)

Listen to the tractor

R-----

The tractor plows the ground

R-----

The farmer drives the tractor

R-----

He drives it 'round and 'round.

For First or Second Grade

Relax:

Read and

Speak: Review rain drop exercise

Children listen for the consonant r in the following:

Ruth has a red rain coat.

She runs in the rain.

She must hurry so she will not get wet.

Compare W and R. (The substituting of w for r occurs rather frequently with young children. Comparing the two sounds seems to aid the production of both.)

Teacher writes w and r on board.

The following words are pronounced and then placed under the correct consonant:

wait	wide	will	west	wind
rate	ride	rill	rest	rind

Read Lips: Teacher lips one of the words listed on board under w and r, children pronounce, and the word is used in a sentence.

Write: Construct a sentence using words containing the consonant r.

Seat

Work: Children find ten words in their readers beginning with r, and ten beginning with w.

Additional
Practice:

The Ragman

The Ragman goes along the street--
"Rags--rags--any old rags
Any old rags for sale?"
The children hear his horse's feet--
Kloppety-kloppety
Kloppety-kleet
And farther farther down the street--
Rags--rags--any old rags
Any old rags for sale?

(The children can play they are the ragman.)

The Cross Dog⁵¹

There is a dog on our street
Who always growls at me:
When I go by he says, "Gr-r-r!"
As cross as he can be.

I think that maybe I'd be cross
Maybe I'd act that way
If I were tied up to a house
And couldn't run and play.

Exercise for "r":

1. Put the tip of your tongue on the ridge.
Pull it back quickly: tr, tr, tr.
2. Do not let it fall down.
Say, "Tra, trē, trī, trā, trē, trī."
3. Put the tip between your teeth.
Put it back quickly: thr, thr, thr.
4. Say "Tra, three, thrī."

⁵¹Lloyd, op. cit., pp. 88-89.

Say "a" as in father
Open your mouth wide for "a".
While you make "a" lift your tongue to the ridge.
Do not move your jaw.
Make "a" turn into "r".
Say, "car, far, tar, jar."

Exercises for "r". Listen for the "r" sound:

Initial	Medial	Final
rain	berry	air
radio	carry	dear
rope	carrot	her
right	merry	door
ride	every	hair

Do the same with "br," "cr," "dr," "fr," "gr," "pr,"
"tr," "thr," and "shr".

Give drill phrases and ask child to repeat them:

robin redbreast	angry rooster
read from the right	cherry pie

Practice Sentences for "r" Sound:⁵²

1. Robert has a pet rabbit.
2. The rabbit ran away.
3. Robert ran after the rabbit.

Completion Game for "r" Sound:⁵³

1. A rabbit can
read--row--run
2. A rabbit likes to eat
arrows--carrots--fairies
3. Robert ran to catch the
rock--rabbit--river

Suggested Poems

Ripe red cherries, Round red berries
Loudly hear me cry,
Bring me cherries, Bring me berries
And I will bake a pie.

Run, Rat, run
Run to the river
or

⁵²Schoolfield, op. cit., p. 55.

⁵³Ibid.

Run, Rat run⁵⁴
Race to the rack
Eat all the red corn
And run right back.

Hurrah⁵⁵
Rah! Rah! Rah!
Run, Ray, run!
Right around the rock
And the race is won

Ray Rice can read,
Ray Rice can write,
Rain Rice can run
But Ray Rice can't fight

Oh! Oh! Oh! Robins in a row⁵⁶
Your song we know
Oh! Oh! Oh!

Rue, Rue, ee, Wrens by a tree⁵⁷
Tue, Tue, ee, Fly before me.

⁵⁴Wood, Jingle Book, op. cit., p. 57.

⁵⁵Ibid.

⁵⁶Finley, op. cit., p. 19.

⁵⁷Ibid., p. 18.

"L" SOUND

L is the lullaby sound.

Raise the front of your tongue to the roof of your mouth so that the underpart touches your upper front teeth. Spread it until the sides of the tongue touch the side teeth. Now make a voiced sound over the sides of the raised tongue.

Lullaby⁵⁸

Lullaby, lullaby, sleep dolly dear,
Lullaby, lullaby, mother is near
Lullaby, lullaby, close your bright eyes
Sleep while the little stars shine in the skies.

Game: Children can fold arms to make a cradle and rock the baby or doll to sleep.

Exercises for "l". Listen for the "l" sound:

Initial	Medial	Final
little	tulip	ball
lady	violet	mill
let	eleven	bubble
look	silly	bottle
like	dolly	cradle

Do the same with "bl," "pl," "gl," "dl," "fl," "sl".

Give Drill Phrases and Ask Child to Repeat Them:

little lillies	left alone
yellow leaves	toll the bell
long last	tell the tale

Practice Sentences for "l" Sound:⁵⁹

1. Look at the baby lamb.
2. The lamb belongs to Louise.

⁵⁸Lloyd, First Speech Book, p. 80.

⁵⁹Schoolfield, op. cit., p. 43.

3. Louise loves the baby lamb.
4. The lamb likes to lie in the leaves.

Completion Game for "l" Sound:⁶⁰

1. The baby lamb belongs to
lady--Louise--light
2. The collie belongs to
dolly--polly--Billy
3. I like to play
tall--bell--ball

Suggested Poems

Lah, lah, lah, sang Lucy,⁶⁰
Lah, lah, lah, sang Bill,
Lah, lah, lah, they sang and sang,
Till father said, "Be still!"

Elly, illy, olly, ally,⁶¹
Sally lives down in the valley,
Elly, illy, ally, olly,
Rain or shine she's always jolly.

Bounce the ball, bounce the ball,
Throw the ball to me;
Catch the ball, bounce the ball,
Bounce it, one, two, three.

fl
Flip, flop, flutter, See the flag fly.
Your flag and my flag, Watch it float on high.

kl, cl
Clatter, clatter, clatter, clang, clang, clang.
Cling close to the wagon, and go clumpity bang!

Moon night, night light⁶²
Little elves play
Sunlight, day light
Elves go away

⁶⁰Lloyd, op. cit., p. 76.

⁶¹Ibid., p. 76.

⁶²Finley, op. cit., p. 13.

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Lo, lo, lo, le, le, le
Little Lucy's sister
I see see see!

Look little lady
Look and see
Let the ball roll
Right to me.

"F" SOUND

F is the fighting cat sound

Bite your lower lip lightly with your upper teeth and blow out.

My Kitty⁶³

My kitty is as gentle and soft as she can be,
Until she comes upon a dog, then "f, f, f," says she,
She puts her back up very high, her tail gets big
as two,
She lays her ears back on her head, and says "f, f,
for you."

Game: Make the cross kitty sound.
Put your upper teeth to your lower lip and
blow.
Kitty makes this sound only when cross.
My kitty does not like dogs.
My kitty will not scratch me or say "f, f, f,"
if I am good to her.

Little Lady Bugs⁶⁴

Fa, fe, fi, fo, Four little lady bugs all in a row,
Fa, fi, fo, fe, one flies away and then there are three.
Fa, fi, fo, fe, three little lady bugs under a tree.
Fa, fi, fo, foo, One flies away and then there are two.
Fa, fi, fo, foo, What shall the two little lady bugs do
Fa, fi, fo, foo, Spread out their wings and fly away,
too.

Affy, effy, iffy, uffy,⁶⁵
Kitty's paws are soft and fluffy,
Affy, effy, uffy, iffy,
But she'll claw you in a jiffy.

Exercises for "f". Listen for the "f" Sound:

⁶³Lloyd, Book I, pp. 28.

⁶⁴Ibid., p. 29.

⁶⁵Ibid., p. 30.

Practice "fl", "fr", "ft".

Give Drill Phrases and Ask Child to Repeat Them:

fair and free	fresh fish
fancy flying	friendly folk
fine feathers	French fans

Practice Sentences for "F" Sound:⁶⁶

1. Fan's home is on a farm.
2. Her father is a farmer.
3. Frogs live in fresh water.

Completion Game for "F" Sound:⁶⁷

1. Fan lives with her father
on a fish--on a farm--on a fork
2. Frances was in a field and saw
snowflakes--butterflies--goldfish

Suggested Poems

Kitty⁶⁸

Soft, soft is Kitty
Do you know
Sometimes kitty fights
f-f-f-f-f-f
With bow-wows at night.

Fifers⁶⁹

Fine fifers, fine,
Fifing in the fog,
Fay and Fan, Phil and Dan,
And Philip's funny dog.

Christmas Eve⁷⁰

It sniffs and sniffs, and snorts and puffs
The reindeer on the roof
And happy Riford laughs to hear
The stamping of a hoof.

⁶⁶Schoolfield, op. cit., p. 28.

⁶⁷Ibid.

⁶⁸Finley, op. cit., p. 8.

⁶⁹Wood, Jingle Book, p. 53.

⁷⁰Ibid., p. 31.

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Phil is a funny fellow
A funny fellow is Phil
He wears a fancy feather
And his false face frightens Bill.

"V" SOUND

V-- Bite your lower lip with your upper teeth and make a voiced sound. Don't swallow the lip.

The Big Fly⁷¹

1st child Up the wall the big fly goes
2nd child Up and up on his little black toes
3rd child He gets to the top and spreads his wings
4th child And "v, v, v," Round the room he sings.

Game: Va, ve, vi, vo⁷²
Teeth and lip together go;
Va, ve, vo, vi
Sing it like the big black fly

Ave, eve, ove, ive,⁷³
Busy bees live in a hive,
Eve, ove, ive, ave,
Big black bear lives in a cave.

Exercises for "v". Listen for the "v" Sound:

Initial	Medial	Final
very	ever	have
valley	invite	dove
vote	velvet	save
violet	seven	twelve
visit	eleven	give

Give Drill Phrases and Ask the Child to Repeat Them:

very vain	heavy waves
live long	several visitors
lovely voices	have seven violets

⁷¹Lloyd, op. cit., pp. 32-33.

⁷²Ibid.

⁷³Ibid.

Practice Sentences for "v" Sound:⁷⁴

1. Virginia is visiting Dot.
2. Dot lives in a village.
3. The valentine said, "I love you."

Completion Game for "v" Sound:⁷⁵

1. Virginia went to visit in a
violet--valentine--village
2. Dot's home is near the
clover--river--velvet
3. Dot was given seven
valleys--villages--valentines

Suggested Poems

1.
Vera Vine always wore violets⁷⁶
When violets came to town.
Vera Vine always looked lovely
In her violet velvet gown.

2.
I've a very fine vase for my violets
I've a very fine bowl for my vine
I've a very fine veil for my bonnet
And a velvet vest when I dine.

3.
I believe I love her better
Every day I live,
My lovely, lovely, mother
Who gives and gives and gives.

V-v-v you fly high⁷⁷
V-v-v--I want to fly.

Playing Airplane
Airplane, airplane, in the sky!
V-----
Flying, flying, up so high.
V-----
Take me with you when you fly.

⁷⁴Schoolfield, op. cit., p. 31.

⁷⁵Ibid.

⁷⁶Wood, Sound Games, op. cit., p. 90.

⁷⁷Finley, op. cit., p.24.

V-----
I would like to sail the sky.

The Villain⁷⁸

A vain and vulgar villain
In a violet velvet vest
On a vessel filled with vinegar
Voyaged to the west.

⁷⁸Wood, Jingle Book, Op. cit., p. 99.

"NG" SOUND

Ng is the ringing bell sound.

Raise the back of the tongue as for "k" and "g".
Hold it against the soft palate while you make a
voiced sound through your nose.

Caution: Be careful not to let the tongue fall until
you have stopped making the voiced sound.

The School Bell⁷⁹

Boys Ding, dong; ding, dong;
Solo Now the old school bell is singing its song.

Girls Ding, dong; ding, dong;
Solo Calling the children to hurry along.

Boys Ding, dong; ding, dong,
Solo Everyone comes when the bell sings its song.

Girls Ding, dong; ding, dong,
See them come running and skipping along.

Game:⁸⁰ The "ng" sound goes through your nose as it
does for "m" and "n".
After the bell clapper strikes the bell it
sings awhile.
Play that "d" is the clapper
Say dong and make the bell ring through
your nose.
Say ding-dong. Hold the "ng".

Jingle⁸¹

Ding dong, sing, song, ping, pong, wing wong,
Bing bong, ting, tong, ling, long, king, kong.

Exercise for "ng". Listen for the "ng" Sound:

⁷⁹Lloyd, op. cit., pp. 72-73.

⁸⁰Ibid.

⁸¹Ibid.

<u>ng</u>	<u>nk (ngk)</u>	<u>ng(ngg)</u>
sing	ink	finger
wing	bank	longer
young	thinks	younger
among	monkey	anger
hung	donkey	angry

Give Drill Phrases and Ask Child to Repeat Them:

singing a song	reading a book
walking along	young people

Practice Sentences for the "ng" Sound:⁸²

1. Can you sing?
2. The bird sang a spring song.
3. I like to swing.
4. The bell rings ding! dong!

Completion game for the "ng" Sound:⁸³

1. A bird sang a
swing--sing--song
2. I like to
swing--string--strong
3. When a bell rings, it says
king--wing--ding

Suggested Poems

Hung-Ah⁸⁴

Hung-ah, hung-ah, hung-ah hung
I must use the back of my tongue
Hung ah hung ah hung ah ho
Tip behind the teeth lies low.

"N" before "K" rings like the bell⁸⁵

ink pink bank monkey
wink think thank donkey

⁸²Schoolfield, op. cit. p. 107.

⁸³Ibid.

⁸⁴Lloyd, op. cit., p. 75.

⁸⁵Ibid., p. 74.

⁸⁶Wood, Jingle Book, op. cit., p. 72.

'Tis Spring⁸⁶

The birds are singing singing
As through the air they are winging
Far from the south they are bringing
The ringing news of spring.

Ring Bells Ring

Ring bells, ring!
Ring bells, ring!
Bring the children singing,
Singing, singing!

ngz--ngs

The moon hangs high in the sky tonight
The songs of the birds are still;
The cricket sings as he scrapes his wings,
And out rings the whip-poor-will.

"TH" SOUND

Th--lispig goose sound

Press the tip of your tongue against the lower edge of your upper front teeth and blow out.

Old Bill Gander⁸⁷

Part I Old Bill Gander was a handsome old fellow
Boys His feathers were white and his bill was yellow.

Part II He liked to chase little girls and boys,
Girls And whenever he ran he made this noise.

Unison Th, th, th, and that was to say
I'd like to bite your legs today.

Game: See if you can blow like Old Bill Gander.
Put the tip of your tongue between your teeth.
Let it just peep out.
Blow over the tip--th, th, th.

Exercises for "th". Listen for the "th" Sound:

Initial	Medial	Final
thank	nothing	bath
think	birthday	truth
this	plaything	faith
thin	method	teeth
third	other	mouth

Give Drill Phrases and Ask Child to Repeat Them:

thirty thimbles	north and south	mother and
this and that	thick cloth	father
	hither and thither	

Practice Sentences for "th" Sound:⁸⁸

⁸⁷Lloyd, Book I, op. cit., p. 54-55.

⁸⁸Schoolfield, op. cit., pp. 33-36.

1. The boys went down that road.
2. Are Ruth and Beth going to the picnic?
3. They will meet their father this evening.
4. I think Thursday is her birthday.

Completion game for "th" Sound:⁸⁹

1. Our picnic will be
thirsty--thirty--Thursday
2. Arthur took a trip to the
month--South--tooth
3. The boys went to see their
feather--father--grandmother

Suggested Poems

Geese⁹⁰

Thin geese, fat geese, with funny web feet
They say, th-th-th
Thank you, thank you for things to eat.

The Drum

Thumpity, thumpity, thumpity, thum.
What do you think of my pretty new drum?
Thumpity, thumpity, thumpity, thum
Get into step and a marching we'll come.

See my finger, see my thumb
Finger is gone, and so is thumb.

Thirty thousand thoughtless boys
Thought they'd make a thundering noise
So with thirty thousand thumbs,
They thumped on thirty thousand drums.

The Spring Song⁹¹

'Twas three times three in the morning
As I threaded my way through the brush
And I thrilled to the fairy music
From the throbbing throat of the thrush.

⁸⁹Ibid.

⁹⁰Finley, op. cit., p. 32.

⁹¹Wood, Jingle Book, op. cit., p. 17.

The following lists have been compiled for use in auditory discrimination exercises.

Instructions:

1. Give each child a work sheet. See illustration.
2. Be certain each child understands how to use the work sheet before dictating any of the words to him.
3. Do not dictate the words as listed. Vary the order. Encourage careful listening.
4. Dictate each word distinctly.
5. Cinch the activity by listing some of the words used on the board.

Ed S155 Remedial Reading

Name		
Initial	Medial	Final
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

THE SOUNDS THAT THE LETTERS HAVE

<p>The long <u>A</u> sound</p> <p><u>Initial</u> apricot aim April age apron ache angels</p> <p><u>Medial</u> scale grape snakes wait raisins lake trade</p>	<p>The long <u>E</u> sound</p> <p><u>Initial</u> eleven easle erect each eat</p> <p><u>Medial</u> meat leaves peach reach teach</p> <p><u>Final</u> he she me thee we</p>	<p>The long <u>I</u> sound</p> <table border="0"> <tr> <td><u>Initial</u></td> <td><u>Medial</u></td> </tr> <tr> <td>iris</td> <td>five</td> </tr> <tr> <td>iron</td> <td>time</td> </tr> <tr> <td>iceberg</td> <td>spiders</td> </tr> <tr> <td>ice</td> <td>ride</td> </tr> <tr> <td>island</td> <td>rhinoceros</td> </tr> <tr> <td></td> <td>child</td> </tr> <tr> <td></td> <td>wise</td> </tr> <tr> <td></td> <td>write</td> </tr> </table> <p>The short <u>I</u> sound</p> <table border="0"> <tr> <td><u>Initial</u></td> <td><u>Medial</u></td> </tr> <tr> <td>ink</td> <td>six</td> </tr> <tr> <td>inn</td> <td>sink</td> </tr> <tr> <td>image</td> <td>slipper</td> </tr> <tr> <td>Indian</td> <td>pink</td> </tr> <tr> <td>infant</td> <td>city</td> </tr> <tr> <td></td> <td>grin</td> </tr> <tr> <td></td> <td>win</td> </tr> </table>	<u>Initial</u>	<u>Medial</u>	iris	five	iron	time	iceberg	spiders	ice	ride	island	rhinoceros		child		wise		write	<u>Initial</u>	<u>Medial</u>	ink	six	inn	sink	image	slipper	Indian	pink	infant	city		grin		win
<u>Initial</u>	<u>Medial</u>																																			
iris	five																																			
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	grin																																			
	win																																			
<p>The short <u>A</u> sound</p> <p><u>Initial</u> ax alphabet apple answer angry</p> <p><u>Medial</u> slap cat hat blanket plan ham</p>	<p>The short <u>E</u> sound</p> <p><u>Initial</u> evergreen eggs eggshell edge educator</p> <p><u>Medial</u> seven pen nest hen letter bed</p>	<p>The long <u>O</u> sound</p> <table border="0"> <tr> <td><u>Initial</u></td> <td><u>Medial</u></td> <td><u>Final</u></td> </tr> <tr> <td>oak</td> <td>note</td> <td>zero</td> </tr> <tr> <td>over</td> <td>pole</td> <td>radio</td> </tr> <tr> <td>overcoat</td> <td>rose</td> <td>tomato</td> </tr> <tr> <td>old</td> <td>roll</td> <td>go</td> </tr> <tr> <td>oh</td> <td>colt</td> <td>potato</td> </tr> <tr> <td></td> <td></td> <td>burro</td> </tr> <tr> <td></td> <td></td> <td>Eskimo</td> </tr> </table> <p><u>Medial</u> viola</p>	<u>Initial</u>	<u>Medial</u>	<u>Final</u>	oak	note	zero	over	pole	radio	overcoat	rose	tomato	old	roll	go	oh	colt	potato			burro			Eskimo										
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oh	colt	potato																																		
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		Eskimo																																		

The short O sound

Initial

oxen
octopus
on
operation
odd
olives

Medial

top
stop
hop
clock
dollar
hot

The short U sound

Initial

umbrella
under
up
uncle
us
upstairs

Medial

cup
drum
sun
plunge
luggage
puppies
bus

The long U sound

Initial

United States
unicorn
useful
use
ukulele

Medial

cute
tulip
tune
cube
porcupine
pupil

Final

hub
blue
due
rescue
value

Ow (long O sound)

Initial

owe
owing
owner
owes
own

Medial

meadowlark
bowls
growing
snowman
grown

Final

yellow
rainbow
hollow
elbow
show
know

Ow (as in cow)

Initial

owl

Medial

crown
down
frown
clown
town

Final

cow
brow
eyebrow
plow
prow

AR (vowel a with r)

Initial

armor
arch
army
arm

Medial

park barber
farm yarn

Final

star cigar
jar car
bar far

er (vowel e with r)

Initial

Medial

mermaid
termites
kernel
herd
fisherman

Final

clover
flower
mower
winner

ir (vowel i with r)

Medial

shirt
giraffe
bird
thirsty

Final

fir
stir
whirr
sir

or (vowel o with r)

Initial

orchard
orange
oriole
orchid
organ

Medial

horn
corn
horse
corner
fork
story

Final

shore
snore
for
store

UR (vowel u with r)

(ee as in see)

Initial

eel
eerie
Medial
beet
fourteen
speed
deep
sweep
feed
sleep
Final
bee
three
knee
see
tepee

Ur (cont. from p. 2)

Initial

urge urchin
urban urgent

Medial

turtle
turkey
nurse
church

Final

cur
spur
purr
fur

oo (long and short)

long

raccoon
moon
rooster

short

book
cook
wood
good
brook
look

ou (as in out)

Initial

our
out
outside
outlaw
ouch

Final

scout
ground
cloud
house

B, b (Voiced)

Initial

ball
bone
bear
bed
butterfly
book
boats
boots

Medial

numbers
cabbage
football
automobile
sailboat
rabbit
cucumber
baseball

Final

bulb
scrub
rub
tub
cub

F, f (lip teeth sound)

Initial

fish
face
feather
fawn
farmer
family

Medial

fifteen
soft
infant
magnify
buffalo
waffle
breakfast

Final

leaf
scarf
loaf
shelf
thief
chief
calf

D, d (voiced)

Initial

donkey
door
dark
dish
duck
dogs
doll

Medial

radio
saddle
bulldog
window
shadow
candy
garden

Final

bird
bed
hand
bud
mold
proud

H, h (breathed sound)

Initial

horse
honey
hand
hose
hang
happy

Medial

beehive
behind
childhood
greyhound
manhole

Final

P, p (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
pie	puppy	cap
penguin	leopard	drop
peas	apple	sheep
potatoes	galloping	harp
palm	slipping	stop
peaches	pupils	sap
postman		cup
pigs		

N, n (voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
nose	banana	crayon
note	walnuts	fawn
night	candy	bacon
nest	signal	crown
new	friends	iron
nurse	dentist	sun
		sign
		win

R, r (voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
radio	carrots	
roses	parrot	
rabbit	cherries	
ride	strawberries	
rat	squirrel	
read	hurry	

S, s (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
sandwich	baseball	stripes
saw	disagree	drops
soap	dressing	carrots
sun	misbehave	grass
sick	blossom	glass
signal	grassy	dress
set		bus

J, j (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
jay	projector	
jam	majesty	
jack-o-lantern	Benjamin	
journey	banjo	
jump	enjoy	
juice		

K, k (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
kangaroo	monkey	sink
key	baker	bank
kite	shoemaker	wink
kick	blanket	book
kitten	flakes	stork
kiss		spank
king		milk

L, l (voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
lion	twelve	ball
leaf	yellow	pail
lobster	jelly	squirrel
laugh	stilts	owl
lips	gallop	towel
library	halo	signal

M, m (voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
mouse	camel	warm
mittens	lemon	plum
money	automobile	ham
map	hammock	broom
mop	farmer	jam
moose	hammer	room
mother	family	

C, c ("s" sound)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
city	groceries	lettuce ç
circle	medicine	juice ç
ceiling	rhinoceros	lace ç
celebration	bicycle	race ç
cellar	faucet	fence ç

G, g ("j" sound)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
geranium	angel	village ç
gem	refrigerator	gauge ç
giraffe	arrangement	plunge ç
giant	magic	bridge ç
	engine	courage ç

S, s ("z" sound)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	pansy	pansies
	raisin	roses
	music	herds
	visit	puppies
	dessert	trees

Y, y (mouthed sound)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
yellow	barnyard	
yolk	frontyard	
young	schoolyard	
yawn	canyon	
year		
yell		

C, c (hard, voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
candy	doctor	attic
carrots	bacon	picnic
cage	picture	lilac
cart	practice	music
can		arithmetic

G, g (hard, voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
goat	alligator	dog
gun	magnet	pig
golf	eagle	egg
garden	tiger	rug
gum	signal	beg
	penguins	

Z, z (teeth closed)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
zero	chimpanzee	size ç
zip	muzzle	breeze ç
zebra	lizard	fuzz
zoom	puzzle	buzz
zinnias	grizzly	gaze ç
zoo		ence ç

"th" two consonant letters that make one sound - (voiced)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
there	mother	scythe
this	brother	smooth
these	gather	with
thee	together	

(TURN THE MOTOR ON WITH THESE)

"th" two consonant letter that make one sound (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
thirty	bathroom	teeth
thumb	birthday	cloth
thermometer	pathetic	wreath
thief		bath
		faith

(TURN THE MOTOR OFF WITH THESE)

sh (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
shirt	cushion	dish
shoes	bushel	brush
ship	washboard	fish
shovel	flashlight	wash
show	fashion	push
	dishes	splash
	mushroom	flash

Ch (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
cherry	orchard	church
chickens	pitcher	lunch
chimpanzee	firechief	peach
chair	butcher	sandwich
cheese	peaches	watch
chipmunk	teacher	beach
champion	reaching	

Wh (voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
wheel	spinningwheel	
whistle	somewhere	
white	water wheel	
whirl	cartwheel	
whisper	Overwhelm	
whale	TWO CONSONANTS THAT	
wharf	MAKE ONE SOUND.	

Two Consonants that Make One Sound
gh (sound like "f")

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
		laugh
		enough
		tough
		cough
		rough
		trough

Two Consonants that Make One Sound
ph 9 (Voiceless)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
phonograph	megaphone	hydrograph
phlox	elephant	seraph
pheasant	sphinx	photograph
physician	sphere	heliograph
	telephone	autograph

Blends bl and br

block		brunet
bleeding tooth		broach
blue		bracelet
blouse		brush
blot		braid
blade		brother
blond		

Blends cl and cr

clam		crab
cliff		crackers
clean		crow
cloud		croquet
clown		crossing

Blends dr and dw

drain		dwellers
drive		dwarf
drop		dwelling
draw		dwel
dream		dwarfish

Blends fl and fr

flag		frills
flower		frown
flight		frisky
flea		friends
float		freight
flicker		
flip		

kn ("n" sound)

knob		knot
knife		knit
knighted		knight
knee		knocker
know		

wr ("r" sound)

wrinkles		wrestle
wringer		wrap
wrench		write
wrath		wrist
wrangler		wreath
wretched		wreck

TESTING PRIMARY GRADE WORD ATTACK SKILLS

Taken from "Suggestions for Teaching Pupils to Identify Strange Words Independently," Teacher's Edition of HIGH ROADS, fourth grade basic reader of the Reading for Meaning Series, (McKee, Harrison, McCowen, Lehr) Houghton Mifflin Company, 1953.

I. Testing Consonant Elements

A. Group Testing

1. Group testing using blackboard

Under "Groups of Elements" are listed twelve groups of the 55 consonant elements taught in the first three grades. Under "Sets of Rhyming Words" are 12 groups of words to be used in testing on the consonant elements taught in the first three grades. Under "Sets of Rhyming Words" are 12 groups of words to be used in testing on the consonant elements.

GROUPS OF ELEMENTS

1. b,n,r,dr,pr,spr,sw
2. p,gr,shr,sk,thr,tw
3. g(hard),k,m,sc,v
4. s,scr,sn,str,y
5. bl,fr,sh,sm
6. br,sp,th(as in them),
w,wh
7. c(hard),cr,fl,th(as in
think)
8. gl,spl,squ,st,t
9. cl,l,sl,wr
10. c(soft),d,f,j,qu
11. ch,pl,tr
12. g(soft),h

SETS OF RHYMING WORDS

1. day,spray,hay,bay,fay,say,sway
pray,nay,gay,dray,ray,way
2. skill,till,pill,will,grill,mill,
thrill,fill,twill,shrill
3. tale,vale,stale,kale,pale,scale,
gale,male
4. lip,hip,yip,dip,sip,scrip,rip,
snip,clip,strip
5. rock,block,lock,shock,knock,smock,
clock,frock,crock,stock
6. mine,wine,fine,spine,line,brine
dine,thine,whine,nine
7. paw,jaw,raw,thaw,caw,saw,craw,
flaw
8. lint,mint,squint,print,tint,splint,
stint,glint
9. slung,sung,wrung,lung,stung,clung,
strung
10. bell,cell,quell,tell,jell,fell,
dell,well
11. bump,trump,lump,chump,dump,plump,
pump,hump
12. them,hem,gem

Directions for group testing

- a. Ask each pupil to number from 1 - 55 on a paper
- b. Print Set #1 Rhyming Words on board. Say: "all these words rhyme with may and lay. After #1 on your paper, write the word you see here that begins with the same sound as ball and bed. After #2 on your paper write the word you see here (in first set of rhyming words) that begins with the same sound as no and not." Proceed in the same way with the remaining elements in group 1.
- c. Replace set #1 with set #2 rhyming words (printed). Proceed with them and each remaining set as with set #1. (The words in these sets need not be in the pupils' reading vocabulary since the test is on recognizing beginning consonant sounds - associating the hearing of the beginning sounds with their appropriate printed symbols.)

2. Group testing using the mimeographed form, The Phonetic Elements Test Sheet #1.

Directions:

To test any given consonant element, ask pupils to look at the words in the appropriate row on the Phonetic Elements Test Sheet, and draw a line under the word which begins with the same sound as two words that you name. Example: "Look at the words in row #1 (don't pronounce them).

NAY BAY WAY

Draw a line under the word that begins with the same sound as ball and bed, etc." (Large type recommended for test sheets.)

The following are the list of phonetic elements, 1 through 55 upon which the pupils are to be tested. Number 1 element, b, is used with #1 set of words, NAY, BAY, WAY, on the test sheet, etc.

- | | | |
|--------------|---------|----------------|
| 1. b | 21. l | 41. squ |
| 2. bl | 22. m | 42. st |
| 3. br | 23. n | 43. str |
| 4. c (hard) | 24. p | 44. sw |
| 5. c (soft) | 25. pl | 45. t |
| 6. ch | 26. pr | 46. th (them) |
| 7. cl | 27. qu | 47. th (think) |
| 8. cr | 28. r | 48. thr |
| 9. d | 29. s | 49. tr |
| 10. dr | 30. sc | 50. tw |
| 11. f | 31. scr | 51. v |
| 12. fl | 32. sh | 52. w |
| 13. fr | 33. shr | 53. wh |
| 14. g (hard) | 34. sk | 54. wr |
| 15. g (soft) | 35. sl | 55. y |
| 16. gl | 36. sm | |
| 17. gr | 37. sn | |
| 18. h | 38. sp | |
| 19. j | 39. spl | |
| 20. k | 40. spr | |

B. Individual Testing

1. Individual Oral Test Using Blackboard

Print on the board the three rhyming words from the Pupil's Phonetic Element Test Sheet #1 (eg. 1 - NAY BAY WAY). Without naming the rhyming words, ask the pupils to indicate which word begins with the same sound as other words you name. Example: for the test for b, print NAY BAY WAY (do not pronounce words). Then say: "look carefully at the beginning of each of these three words. Which word begins with the same sound as ball and bed?" If the pupil does not choose the word BAY he does not know the b beginning consonant well enough to use it in identifying strange words independently.

2. Individual testing using The Phonetic Elements Test Sheet #1
Proceed as with the group test using the same form.

II. Testing of Vowel Elements

(To test for knowledge of long and short vowel sounds)

A. Group Testing

1. Group testing using blackboard

Print on blackboard four familiar words each of which contains in medial position the vowel under consideration. Have the pupil say the four words and tell which words contain the vowel sound being tested. Example: in testing the short sound of a print the words CAKE, MAN, RAN, MADE on the board. Then say: "say these words to yourself. In which words do you see the short sound of a?" The pupil who does not choose the words MAN and RAN does not know what is meant by the expression "short sound of a." The following is a list of vowel elements that should have been taught in the primary grades. To the right are corresponding words to use in the testing of the vowel elements:

short sound of a.....	CAKE, MAN, RAN, MADE
long sound of a.....	LATE, BAND, MAIL, CATCH
short sound of e.....	BED, DEEP, FEET, BREAD
long sound of e.....	FRESH, GREEN, NEAT, LEFT
short sound of i.....	GIVE, LIGHT, MIND, TWIN
long sound of i.....	CITY, DID, FIND, HIDE
short sound of o.....	LOT, HOP, JOKE, HOPE
long sound of o.....	BOTH, TOAST, CLOTH, CHOP
short sound of u.....	JUMP, MUSIC, MUMPS, USE
long sound of u.....	PUPPY, PUFF, USE, MULE

2. Group testing using mimeographed form on The Phonetic Elements Test Sheet, Part II. Proceed as above having pupils underline correct word.

B. Individual testing

The individual testing using the blackboard or the mimeographed form is done as is the group testing.

III. Vowel Rules

To check on the pupil's control of certain important rules, find out by questioning whether he knows the following: (1) If you do not know what sound to give to a vowel, try first the short sound. If you do not get a word that makes sense, try the long sound of the vowel. (Of course, the vowel sound may be neither to call the pupil's attention to this fact nor to teach or test him on all the sounds of each vowel.) (2) When a word has only two vowels, and one of them is e at the end of the word, the first vowel is usually long. (3) When a word has only one vowel and it is the last letter in the word, the vowel is usually long. (4) When two vowels appear side by side in a word, usually the second vowel has no sound and the first vowel is long.

IV. Consonant Rules

(5) If you do not know what sound to give the letter c, try first the hard sound. If you do not get a word that makes sense, try the soft sound. (6) If you do not know what sound to give the letter g, try first the hard sound. If you do not get a word that makes sense, try the soft sound.

V. Common Endings and Prefixes

In the primary grades, READING FOR MEANING teaches the following common endings and prefixes: able, dis, ed, en, er, est, ful, ing, ly, less, mis, ness, re, s, y, un. To test a pupil's knowledge of these elements, print on the board words which contain the elements. These words, though not in the pupil's sight vocabulary, should be variants of words that are in that sight vocabulary. Then have the pupil pronounce the words. Suitable words may be BEARABLE, DISLIKE, BEHAVED, BUNCHEED, COATED, FALLEN, HEARER, HOTTEST, POWERFUL, CALLING, LIGHTLY, NOISELESS, MISCALL, HEAVINESS, RENAME, and UNFIT. If there is reason to believe that a pupil's pronunciation of a word is a result of his recognition of the word as a sight word and that he has not associated the sound of the element being tested with its printed form, print the element by itself on the board and ask the pupil to tell what sound it has. Keep in mind that the sound of ly is lee, not lie; that in able, the sound of a is not long; that the sound of e in en is like the short sound of u, not the short sound of e; and that ed has the sound of t, d, and ed.

VI. Common Syllables

In the primary grades, READING FOR MEANING teaches the following common syllables: be, ble, cle, com, con, de, dle, en, ex, fle, for, gle, im, in, ment, pre, tion, ty. To test a pupil's knowledge of these elements, print them on the board, tell the pupil that each of them is a syllable, and ask him to tell what sound he would use for each one in pronouncing words.

VII. Syllable Rules

READING FOR MEANING also teaches in the primary grades two basic rules for deciding where the first syllable in a word ends.

To find out whether the pupil knows the rule which states that when the first vowel in a two or more syllable word is followed immediately by two consonants, the first syllable usually ends with the first of those consonants, proceed as follows: Print on the board several familiar words having two or more syllables, each of the words having two consonants immediately following the first vowel, such as IMPORTANT, SILVER, CONCERNED, PERHAPS. Ask pupils to tell which letter is the end of the first syllable in each word.

To find out whether the pupil knows the rule which states that if the first vowel in a two or more syllable word is followed immediately by only one consonant, the first syllable may end with either that vowel or the consonant, proceed as follows: Print on the board several familiar words having two or more syllables, each of the words having only one consonant immediately following the first vowel, such as BICYCLE, ENEMIES, FAMILY, FAVORITE. Ask pupils to tell which letter is the end of the first syllable in each word.

PART I. PUPIL'S PHONETIC ELEMENT TEST

1. nay	bay	way
2. shock	block	roek
3. brine	whine	spine
4. jaw	raw	caw
5. jell	cell	quell
6. dump	plump	chump
7. clung	stung	sung
8. flaw	craw	paw
9. well	fell	dell
10. gay	dray	pray
11. jell	bell	fell
12. raw	flaw	saw
13. frock	shock	knock
14. pale	gale	scale
15. gem	hem	them
16. mint	print	glint
17. grill	pill	will
18. them	hem	gem
19. dell	fell	jell
20. male	kale	pale
21. stung	clung	lung
22. tale	male	gale
23. ray	dray	nay
24. pill	grill	will
25. bump	lump	plump
26. bay	pray	say

27. well	quell	dell
28. bay	hay	ray
29. sip	dip	clip
30. male	stale	scale
31. strip	scrip	dip
32. block	stock	shock
33. skill	shrill	grill
34. skill	pill	shrill
35. stung	lung	slung
36. shrock	stock	smock
37. snip	strip	sip
38. spine	brine	whine
39. stint	squint	splint
40. away	spray	hay
41. squint	stint	splint
42. splint	squint	stint
43. scrip	strip	snip
44. spray	dray	sway
45. tint	print	splint
46. brine	whine	thine
47. crawl	thaw	flaw
48. twill	thrill	pill
49. trump	chump	dump
50. twill	spill	will
51. pale	vale	scale
52. fine	line	wine
53. wine	whine	brine
54. lung	stung	wrang
55. sip	yip	dip

PART II. TEST FOR SHORT AND LONG VOWEL SOUNDS

1. cake	man	ran	made
2. late	band	mail	catch
3. bed	deep	feet	bread
4. fresh	green	neat	left
5. give	light	mind	twin
6. city	did	find	hide
7. lot	hop	joke	hope
8. both	toast	cloth	chop
9. jump	music	mumps	use
10. puppy	puff	use	mule

DEVELOP READING READINESS IN SLOW-LEARNING CHILDREN*

Teachers are often at a loss as to what to do with slow-learning children in the regular classroom. All too frequently, such boys and girls are allowed just to sit and listen, to attempt tasks which are far too difficult for them, or they are kept busy with handwork that is without purpose.

With proper guidance and patience, these children can be taught to read. This takes much planning, but all of the activities should be directed toward giving the child experience in those elements which help him get ready for school work.

We know that before a child can profit from formal instruction in reading, arithmetic or social studies, he must have language development sufficient to deal with the materials which he will encounter.

He must be able to talk in sentences, and he must understand what is said and read to him. He must be able to differentiate between objects which look very much alike, but are not the same; between words which sound almost alike, but have slight differences. He must develop good motor control.

Language Development

1. Help the child to talk about his everyday experiences. Ask questions; encourage the child to tell you "all about it." At first, he may give one word responses. The teacher then repeats the response in a whole sentence, and encourages the child to repeat it, or to "tell more about it." Just telling the child to speak in sentences is not enough, he must be shown over and over, how to do it, and be praised when he succeeds. There should be no nagging, just a friendly interest in helping him.

2. Show pictures to the child. Help him to describe them, using several words, including action words, not just naming objects. For example, instead of "cat," "tree," etc., help him to say "I see a cat. The cat is in the tree." This type of language helps prepare him for primer reading.

3. Place objects around the room while he is watching you. Help the child tell where they are. This teaches him to observe and report. For example, "The plants are on the window-sill." "The rabbit is in a box on the floor."

4. Hide a toy in the room. Have the child hunt for it, and then tell where he found it, in a sentence.

5. Give the child some simple instructions, and then have him tell all about it, as "I went to the cupboard. I found two crayons and gave them to John and Harry."

6. Make displays of simple objects, to teach prepositions, as "The book is under the paper on the teacher's desk," and so on.

7. Dramatize children's songs and stories. Let the slow-learner have a prominent part.

8. Use a toy telephone or microphone to play games involving speaking parts. Help the retarded child to be the announcer.

9. Finger plays, rhymes and riddles are all word games. Other games which help develop the speaking vocabulary are guessing games such as "I'm thinking of something in this room and it's--(Describe one thing about it, as the color, shape or use of the object.)" Such games bring spontaneous responses which no amount of drill will elicit.

10. Excursions and trips. These need not be to distant places. Retarded children are unaware of many things in their own environment. A walk up the street to count the number of houses, to notice what they are made of (brick, wood, concrete, etc.) can be an observational experience. A trip to the woods, to bring

back leaves which can be identified later by pictures, is another worthwhile experience. (Some country children who have language difficulties know more about trees than the teacher!)

Classifications

The ability to classify objects helps to develop thinking of synonyms, and contributes toward facility in guess from context. Some activities in this area are:

1. Have the child cut out pictures of animals, vegetables, flowers, furniture, etc., from magazines. These can be pasted in a book called "My Animal Book," "Flowers We Know," or something of the kind. This also develops motor skills, and neatness, in addition to showing how books are made. Classifications can be made increasingly difficult as the vocabulary increases, into special categories, such as wild animals, farm animals, pets, etc.
2. Have the child name all the animals, things to eat, tools, colors, etc., that he can recall. Make a list of these on the board, let him add more as he thinks of them.
3. Have him count all the different kinds of stores in his town. Let him use a box to make a toy store, and cut out pictures of things that would be sold in each kind of a store. The pictures might be mounted on cardboard, and placed in the "stores" after they are named.
4. Construct a simple doll house from a box. Have the child cut out pictures of things which go in the living room, kitchen, etc. Or let him draw pictures, or make simple furniture from cardboard. He should be able to name every object.
5. Have him cut out or draw products of the farm; of the factory, of the home, etc.,

Visual Discrimination

1. Mark the different colors by name in their own colors on small boxes. Have the child sort pegs, beads, or bits of colored paper. Print the name of the color in ink, and see if he can still sort them.
2. Give the pupil colored paper pieces, and have him sort them into four piles, one color only in each pile.
3. Give him colored papers in various designs, as circles, squares, triangles, etc. Have him sort them by shape.
4. Use a series of mimeographed pictures, in which one object is different from the others. Have him circle the odd ones.
5. Make up cards like Bingo cards, using figures, such as circles, triangles, etc. On a duplicate set let the child match them.
6. Place objects on a table. Discuss them with the child. Ask him to turn around, and then remove one of the objects. Have him tell you which one is not there.

Auditory Discrimination

Before a child can see the differences in words, he must be able to hear such differences. Many children with speech difficulties are unable to discriminate between sounds, or between words which sound almost alike.

1. Read a rhyme to the child, and stop short of the rhyming word, and ask him to supply it.
2. Use a ruler, to tap out simple signals. Have the child repeat. Increase in difficulty, as the child learns to use his ears.
3. Display a series of articles on a desk. Have the child point out the one that begins with a special sound. (As sh in shoe.)

4. The child is given a magazine. He is asked to find six pictures the names of which begin with a specific sound, and one picture the name of which ends with that sound.

5. The child is given a series of pictures, and is asked to pull out all the pictures beginning with a certain sound, and put them in a special envelope. The teacher later goes through the pictures, the child says the words, and they check his accuracy.

6. Show a series of objects all beginning with the same sound, and have the pupil find each object. For example, a book, a ball, a bell. Point out to him that they all begin with the same sound.

7. Finding rhyming words aids in the development of auditory discrimination. "Can you think of a word to rhyme with 'pib'?"

8. Repeating sentences told by the teacher helps to develop sentence length and auditory memory. "Let's see what a good echo you can be," is one successful approach to this task.

9. Tell a story, and ask the child to retell it in his own words. This helps to increase auditory memory span.

10. Another help is to tell a story, and ask questions, as "Mary went to school and took her book, pencil and paper. She brought home her book and pencil. What did she leave in school?"

Motivation

Here are some devices for developing reading interest:

1. Read a story. Stop at an interesting place, and say, "I'll finish this tomorrow. Wouldn't it be fun to finish it yourself?"

2. When the child asks a question, show him that such answers can be found in books by saying something like "That's a good question. Let's see if we can find the answer in this book."

3. Label objects brought into the room, especially those brought in by this child. Have him make a collection of leaves, etc., and label the different varieties. If he has a hobby, help him to display it by labelling the things which he brings in to show.

4. When he draws a picture, ask him what he'd like to call it, and print the name of the picture below it.

5. Have the child draw an airplane, a car, and the like. Ask him about the different parts, and label them for him.

6. Provide magazines and catalogues. Have him cut out some of the things he'd like to own, and show him how he can find out all about them by reading the catalogue description.

7. Have him make picture dictionaries or booklets of pictures such as of various kinds of cars. Ask him how he can tell the different kinds of cars. Show him where to look for the name of the car. Print the names of the objects at the top of each page.

8. Using a toy telephone, show him how to dial. This demonstrates the need for learning letters. Show him how we look up a telephone number, which demonstrates the need to read.

9. Bring in several cans of food, or boxes of flour. Ask the child to tell you how they are different. Show him that in order to get the best values, he needs to know how to read labels.

10. Make a series of signs, such as "Danger," "Keep out," "Poison," etc. These might also be cut out from magazines. Show him the need for reading for his own protection.

* The Grade Teacher, November 1953, pp. 38, 112, 114.