THE SOUND-SYMBOL RELATIONSHIP OF THE LETTERS F, Q, T, V AND Y.

A CREATIVE PROJECT
SUBMITTED IN ID 499
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the Honors Program
by
SHEILA J. HOBSON
INSTRUCTOR - DR. MARY HARSHBARGER

BALL STATE UNIVERSITY
MUNCIE, INDIANA
JUNE, 1973
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. DESCRIPTION OF EACH APPENDIX</td>
<td>2</td>
</tr>
<tr>
<td>III. STUDENT REACTION</td>
<td>3</td>
</tr>
<tr>
<td>IV. EVALUATION</td>
<td>4</td>
</tr>
<tr>
<td>V. BIBLIOGRAPHY</td>
<td>5</td>
</tr>
</tbody>
</table>

**APPENDIX**

- Sound-symbol relationship F
- Sound-symbol relationship Q
- Sound-symbol relationship T
- Sound-symbol relationship V
- Sound-symbol relationship Y
INTRODUCTION

Research has shown that early correct learning of the letter symbols and sounds can frequently lead to success in beginning reading. This creative project represents the assembling and usage of materials to be used to help kindergarten or first grade children that are having trouble with the symbols and sounds of the letters f, g, t, v and y. (4:25-36)

The respective letters have been chosen because:

1. They were all present on the Metropolitan Readiness Tests, the Gates-MacGinitie Reading Tests, and the Harrison-Stroud Primary Reading Profiles.

2. There is difficulty in finding material using the letters g and y.

The materials in this project are geared to be fun activities plus being meaningful. Also the materials presented here represent a variety of media and learning styles.
Each appendix contains an initial presentation card. This card has the symbol in manuscript and pictures of objects that begin with the respective initial sound. Also present is a story telling picture card. Only a sample representation of these cards is present in the appendix because of expense. The original cards that will be used with children have been laminated to preserve their wearability.

There is teacher orientated material on how to instruct children in correctly pronouncing each respective letter in each appendix. The symbol-sound relationship is further aided through stories to be used in conjunction with a flannel board, short rhymes, finger plays, games, boardwork, and choral speaking. Many of the short rhymes, finger plays, stories, poems, and choral speaking articles can be further enhanced by letting the children combine them with art projects.

The material for each respective letter is presented in a separate folder for the convenience of the instructor. The materials represented here are both original and collected. They are an attempt to cover auditory discrimination, visual discrimination and tactual discrimination.
STUDENT REACTION

The material associated with the sound-symbol relationship of the letters f, and v were presented to a first grade classroom of 19 boys and girls. These children were of a low socio-economic background. Many of these children came from large families and broken homes. Generally one might class the children as culturally disadvantaged. The IQ range of the children ranged from 65 to 109, the median 95. Two of these children had multiple speech disorders.

The material was presented over a two week period at intervals of 10 to 20 minutes in length. First the symbol was presented along with its correct pronunciation. From this first presentation the class branched into fun activities using:

1. finger plays
2. rhymes
3. dramatization
4. story telling
5. writing in sand
6. drawing exercises
7. choral speaking

The students were most receptive to the material and looked upon the presentation of this material as a play time.
EVALUATION

After each sound-symbol relationship was completely presented, the instructor chose five students at random to individually pronounce and write the respective symbol. With the letter f there was complete success. Each of the five students selected were able to correctly pronounce and write the letter f correctly. With the letter v there was one child that still had trouble pronouncing it.

The teacher of the respective first grade classroom was very pleased with the selection of the letters and agreed that the letters chosen were the sound-symbol relationships with which most of her students needed help. The teacher also requested a copy of the materials that were presented in her classroom.

The material appears to work well with a small group, but would need to be enlarged to work successfully with a larger group. Success with the sound-symbol relationship is essential to successful reading. The material in this project helps to turn the practice of this relationship into fun activities and apparently works successfully when used with a small group.
BIBLIOGRAPHY


Initial (f)

Formation: Make a loose contact between upper front teeth and lower lip and force air stream between them. Do not use voice. This is the angry cat sound. Hear the cat go "f-f-f-f-f-f-f-f."

Because of the high frequency character of this sound it is often confused with such similar sounds as the (s) or the (z). A more common substitution among very young children is the (p); thus "fish" becomes "pish."

It will be most important to establish the direction and character of the air stream during early placement work. Hold the back of the child’s hand before your mouth as you make the sound. Let him feel the air as it escapes. Have him hold the back of his hand before his own mouth to feel the "wind." A mirror will be very helpful in working with the (f) as it is a highly visible sound. The child will need to establish the concept of the teeth gently biting the lower lip if he is to gain satisfactory placement. A tongue depressor may be utilized to hold a "wayward" lower lip in place until the child has the feeling of this position.

You may ask the child to make a "jack o’ lantern" face with lips smiling and upper teeth visible over lower lip. Then tell him that the jack o’ lantern is trying to blow out the candles of the other jack o’ lanterns. You can illustrate this exercise by holding a lighted candle for
the child to blow out as he says, "f-f-f-f."  

Broken syllable drill:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f ah</td>
<td>f ah</td>
<td>f ah</td>
</tr>
<tr>
<td>f ay</td>
<td>f ay</td>
<td>f ay</td>
</tr>
<tr>
<td>f ee</td>
<td>f ee</td>
<td>f ee</td>
</tr>
<tr>
<td>f i</td>
<td>f i</td>
<td>f i</td>
</tr>
<tr>
<td>f oh</td>
<td>f oh</td>
<td>f oh</td>
</tr>
<tr>
<td>f oo</td>
<td>f oo</td>
<td>f oo</td>
</tr>
</tbody>
</table>

Putting syllables together:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f ah</td>
<td>f ah</td>
<td>f ah</td>
</tr>
<tr>
<td>f ay</td>
<td>f ay</td>
<td>f ay</td>
</tr>
<tr>
<td>f ee</td>
<td>f ee</td>
<td>f ee</td>
</tr>
<tr>
<td>f i</td>
<td>f i</td>
<td>f i</td>
</tr>
<tr>
<td>f oh</td>
<td>f oh</td>
<td>f oh</td>
</tr>
<tr>
<td>f oo</td>
<td>f oo</td>
<td>f oo</td>
</tr>
</tbody>
</table>

Ghost

Fah, foe, fee,
Can't catch me,
For I am a ghost, you see!
Fah, foe, fee.

Fool

Foe, foe, foe,
I wish I knew
What to do
Foe, foe, foe.

Phil

One, two, three, four, five,
Phil will take a dive
Into the ocean foam
And then he will go home.

Family

In my family there are four,
We feel that four are fine,
But if we had a chance for
More
We could find room for nine!

Word lists:

<table>
<thead>
<tr>
<th>funny</th>
<th>far</th>
<th>ford</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>fan</td>
<td>forward</td>
</tr>
<tr>
<td>fire</td>
<td>fur</td>
<td>fern</td>
</tr>
<tr>
<td>fish</td>
<td>few</td>
<td>fight</td>
</tr>
<tr>
<td>four</td>
<td>fall</td>
<td>father</td>
</tr>
<tr>
<td>five</td>
<td>feel</td>
<td>fair</td>
</tr>
<tr>
<td>fun</td>
<td>fox</td>
<td>fog</td>
</tr>
<tr>
<td>farm</td>
<td>family</td>
<td>fourteen</td>
</tr>
<tr>
<td>fast</td>
<td>field</td>
<td>fin</td>
</tr>
<tr>
<td>fence</td>
<td>food</td>
<td>form</td>
</tr>
<tr>
<td>farmer</td>
<td>feed</td>
<td>fairy</td>
</tr>
<tr>
<td>follow</td>
<td>finger</td>
<td>furnace</td>
</tr>
<tr>
<td>fine</td>
<td>fill</td>
<td>fender</td>
</tr>
<tr>
<td>pays</td>
<td>fig</td>
<td>found</td>
</tr>
<tr>
<td>fat</td>
<td>fear</td>
<td>forget</td>
</tr>
</tbody>
</table>
Fanny

Fanny fell
Fanny fell
Fanny fell down.
Fanny fell
Fanny fell
Going to town.

Fanny Fish

The funny fish in my fish bowl
Hides behind a shell.
He often finds a small peephole
where he can see me well.

Fairy Food

A fairy lives on fairy food
And never asks for bread.
If I could find some fairy food
I think I'd be well fed.

A Fever

A fever is a bad disease,
It makes you feel so hot.
Sometimes it makes you fuss and
sneeze,
Sometimes your face will spot.

Sentences:

1. I am four feet tall.
2. The farm has a field of oats.
3. The fur of the fox is warm.
4. Don't fib to your father.
5. The fort caught on fire.

Fire

Fire, fire, burn bright
I fear a fox is near.

Fire, fire, give me light
And fox will disappear.

Feet

Feet march to a beat.
Feet keep right in step.
Feet go down the street.
Feet have lots of pep!

Fat Faye

Fat Faye has fun.
She eats her fill
And always will.
Fat Faye has fun.

Fat Faye can't run.
She is so wide
From side to side
Fat Faye can't run.
Initial (f)

Materials:
Scared Cat Sound picture; flannel board; pictures of contented cat, scared cat, tree stump, dog, fairy, color sheets.

Instructor:
(Display sound picture.) Today, I want to tell you boys and girls a little story about a cat. Fifi is her name and she likes to sit out on this tree stump and sun herself. (Place tree stump picture on the flannel board.) Here is Fifi, looking very happy and contented. (Place picture of contented cat on the stump.) Now, who should appear on the scene but Fido, the neighbor's dog. (Place dog picture.) Oh! Look what has happened to Fifi! (Exchange contented cat for scared cat picture.) Her hair is standing up and she is biting her lip and blowing out the air, and she is making a sound like this—f-f-f-f-f-f-f-f-f! She looks scared, doesn't she? This is our new sound for today, and we call it the scared cat sound. Let's all see if we can be scared cats for a few minutes! Be sure to bite your bottom lip gently and blow out the air. We do not turn on our voice motors in making this sound. (Help those having difficulty.)

Dramatization:

Let's act out this little story, and we'll have Fido, the dog, and Fifi, the cat. Who wants to be Fido: All right—Fido, you get over by the door and that will be the neighbor's house. Who wants to be Fifi? Fifi, you get up on this chair, and we'll pretend it is the tree stump. Now, Fido, you come running along the street, and when you see Fifi up on this
stump summing herself, you start to bar'. Fifi will look
very frightened and she will take the scared cat sound. Fido,
she looks so fierce, that you can back down! (Proceed with
dramatic activity, choosing different players, for as long
as the interest holds.)

Today I have a little surprise story for you called
"Fanny the Fairy!" (Discuss fairies with the children. Have
them tell what they know about fairies. How they look, what
they do, how big they are, etc. If the children fail to
mention it, direct the conversation to the fairy putting coins
under their pillows in exchange for a tooth. In other words,
build up a background for the story to follow. Place the picture
of the fairy on the flannelboard.) While I'm reading this story
about the little fairy, I want you boys and girls to listen
closely for all the scared cat sounds. There are many, and
if you watch you will see me bite my lower lip and blow out
the air over and over again.

FANNY THE FAIRY

Fanny, the frisky little fairy, was in a frightful fix!
Now was she ever going to feel under Freda's pillow for the tooth,
when that fat old fuzzy Fifi cat was curled up at Freda's feet.

Fanny was afraid of Fifi. Only a few days before, Fanny
was flying through the house where Fifi lived trying to find
Freda's bedroom. Fanny's friend, Flora, had telephoned her
that Freda would soon be having a tooth to put under her
pillow. Fanny was not familiar with Freda's house, so she was
just having a look around. She had flown down on a big divan
to rest her fairy feet awhile. There, right in front of her
fairy eyes was a perfectly adorable fur neckpiece! It was
lying in front of a fine velvet pillow. The fur piece was fuzzy and soft and felt fluffy to Fanny's little fairy fingers. She felt sure that it would just fit around her neck. It was fairly heavy for a fairy to lift, but she finally moved it high enough to put it around her neck.

Suddenly the fur piece was flung out of her fingers so fast that it caused her to fall headfirst to the floor! Fanny heard a terrifying sound---f-f-f-f-f! She looked up in fear, and there was Fifi with her fur standing straight up and her fearful eyes fixed on Fanny!

F-f-f-f-f! There was that sound again! Oh dear, she thought, how foolish can a fairy be? Here she was--trying to put a fur piece around her neck that had Fifi on the other end of it! Fifi must have been sleeping behind that velvet pillow when Fanny began pulling her tail!

F-f-f-f-f! Fifi was feeling angrier by the minute! No foolish little fairy was going to grab her soft furry tail whenever she felt like it. She would fix that fairy! She jumped to the floor, ready to fight, but Fanny had faded away. After all, she was a fairy, and fairies can fade away whenever they feel like it.

Now, here was this Fifi--asleep on Freda's feet. Fanny just had to have that tooth under Freda's feather pillow. Freda would be frightfully disappointed if she felt under her pillow the next morning and didn't find the five-cent pieces the fairy always left for her.

Suddenly Fanny had an idea! She knew cats didn't fancy having wind in their faces. Maybe--just maybe--Fanny could
force Fifi to move off the bed! She flew down right in front of Fifi's face and blew f-f-f-f! Then she flew under the bed as fast as she could flutter her little fairy wings!

Fifi opened one eye and stretched her forelegs. She dozed off again. Up came Fanny and gave Fifi another f-f-f-f! This was full in the face! Fifi put out her front feet and turned over. Fanny waited a few minutes. Then she flew softly and silently over to Fifi's big fuzzy ear and blew f-f-f-f—smack dab into it as hard as a fairy can blow! That fixed it! Fifi made one fast leap off her favorite sleeping place and left in disgust to find another bed.

Fanny laughed to herself. After all there was more than one way to fool a cat! She felt under Freda's pillow and found the tooth. Then she let it fall into her fairy tooth bag. Fanny felt under her wing and finally pulled out two five-cent pieces which she placed fondly under Freda's pillow.

As she flew to the front door, Fanny saw Fifi stretched out full length on the divan. She couldn't resist teasing her a little. She flew over and gave a big f-f-f-f—right in Fifi's face! As Fanny faded through the front door, she heard Fifi's scared cat sound, f-f-f-f-f! And a f-f-f-f to you, too, my friend, laughed the little fairy as she flew into the night.

Game:

Freeze—A leader is chosen who takes each child by the hand and swings him around and says "Freeze!" The child must remain in the position he is thrown without moving or falling down. The one who remains still the longest is the next leader. (Be sure to call attention to the second cat sound at the beginning of the word, "freeze.")
FINGER PLAY:

FIVE FOXY FOXES

Five frisky foxes were playing in the wheat—
Along came a farmer upon a tractor seat.
The first fox said, "See that funny straw hat!"
The second fox said, "What contraption is that?"
The third fox said, "It's a strange sight to see!"
The fourth fox said, "It's as noisy as can be!"
The fifth fox said, "It doesn't frighten me."
The farmer took his rifle and shot up in the air—
Those five frisky foxes just scatters everywhere!
AT THE FARM

At the farm we find:

- farmer: fox, friendly cow
- field: fish-pond, funny chicken
- flower: fish, fat pig
- fence: feed, calf
- frog: fowl, butterfly
- fly: field-mouse, wife

Related Activities:

Use this as a game in which children can repeat the sentence, filling in the final word of their choice, or else respond to pictures selected with those initial sounds.

To correlate with art and reading readiness, give each child a picture of a large capital letter. He could then cut this out and draw on it pictures of things beginning with that letter.
PUNNY KITTY

Punny Kitty was cross today,
"F - f - f - f";
She didn't eat her curds and whey,
"F - f - f - f";
She needs this food to feel just right,
"F - f - f - f";
Wrong food can hurt her appetite,
"F - f - f - f."

ANGRY KITTEN

"F--, f--," says kitten,
To scare the dog away.
"F--, f--," says kitten,
"You cannot stay to play."
"F--, f--," says kitten,
"I'm really not angry, you see."
"F--, f--," says kitten,
"I just pretend to be."
LITTLE FISH

Fum-dee-dee, fum-dee-dee,
Little fish swim to and fro.
Fum-dee-dee, fum-dee-dee,
They flip their tails; away they go.

Related Activities:
A seascape of tissue paper art in many colors would be a good correlation with this poem.
FUNNY, FUNNY BUNNY

Funnny, Funnny Bunny,
Hopping down the road;
Funnny, Funnny Bunny,
My, you have a load.

Funnny, Funnny Bunny,
Won't you stop and see,
Funnny, Funnny Bunny,
If there's an Easter egg for me?

Related Activities:
This poem would make a successful dramatization.
Make bunny ears and have the students hop to music. (Each child would have his own bunny ears.) Save these ears for use with any listening activities.
FRECKLES

I look in a mirror and what do I see?
A face full of freckles--why, it's me!

Freckles are fun if you have three or four,
And every day I count more and more.

Now I love freckles and so would you,
Because most of my friends have freckles, too.
FIVE FINGERS

I hold my hand in front of me.
Five fine fingers do I see.
The first, my thumb, is short and fat.
Second is a finger that points like that.
The third finger is straight and tall.
Next is the fourth finger, that's almost all.
Fifth is a finger very small.
Now you have met them, one and all.

Related Activities:
Use this poem for teaching ordinals.
The word "right" or "left" can be inserted before "hand" in the first line. The poem is then useful for teaching right and left hands.
Use it as a finger play.
Correlate this with the art lesson when children are drawing hands.
FLOWERS

Flowers in a flower pot,
Flowers in a vase,
Flowers in my garden
With sunshine on each face.

Related Activities:
The class could make its own flower garden with each child adding his flower with a distinctive "face."
Another art project is to have each child attach flowers to a lengthwise edge of a rectangular sheet of construction paper. Then, staple the narrow edges of the paper together to form a flower pot with flowers sticking out.
"F.U. RIDDLES"

This word begins like fish, you see.
It is the number that comes after three. (four)

I eat with a knife, a spoon, and a dish,
And something else that begins like fish. (fork)

This place begins like fish, I know.
It's where cows, pigs, corn, and wheat grow. (farm)

Two things I use when I walk or run
Begin like fish; now isn't this fun? (feet)
Freddy Fish
Freddy Fish has freckles on his forehead.
Bingo Game

Each Bingo card contains three squares across and four squares down. The instruction is concentrating on the initial sound of the letter (F,f) or words are used with this initial sound. The words are written in the squares. Another set of cards are made, each containing only one of the words that is on the Bingo cards. From this point the game is played like the traditional game of Bingo.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>four</td>
<td>boats</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>hurt</td>
</tr>
<tr>
<td>3</td>
<td>wet</td>
<td>fell</td>
</tr>
<tr>
<td></td>
<td>dress</td>
<td>pool</td>
</tr>
<tr>
<td></td>
<td>four</td>
<td></td>
</tr>
<tr>
<td></td>
<td>count</td>
<td>cry</td>
</tr>
<tr>
<td></td>
<td>white</td>
<td></td>
</tr>
</tbody>
</table>
Farmer Jones Game


B. Then present the children with pictures of animals and other objects. Have the children decide which animals would go into Farmer Jones' barn.

Initial F
Picture Puzzles

A. Materials: drawing paper, pencils and crayons.

B. Say each word to yourself. Listen to the way it begins. The word under each picture is complete except for the letter for the first sound. Decide what that first sound should be, and use the letter that says the sound to complete the word.
<table>
<thead>
<tr>
<th>Initial (q)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>agon</td>
<td>queen</td>
<td>ouse</td>
</tr>
<tr>
<td>wilt</td>
<td>ig</td>
<td>ake</td>
</tr>
<tr>
<td>un</td>
<td>mail</td>
<td>oon</td>
</tr>
</tbody>
</table>
Initial (q)

The sound-symbol relationship for the letter q does not have a sound all of its own, it borrows the k sound.
Qq

Quincy Quack
quietly quacked for his dinner of quail.
Once there was a queen,
A rather queer queen at that.
Who always wore a featherless tall hat.
This queen owned a quail,
With a red and silver tail.
Although this quail grew quiet old,
His tail to the queen he never sold!
Then the queer queen bought a quick green duck,
Who said quack, quack,
As he sold his tail feathers for a buck.
And that was the end of that!
Find Words with Initial T.

A. Children will need drawing paper, pencils and crayons.

B. Look at each object in the picture. Say its name to yourself. Listen to the way it begins. Decide if the first letter in the object is the letter (T). If it is a (T) write the letter (+) on the object.

C. Make objects simple so instructor and student can draw them.
Tiny Tommy Turtle, a tame little turtle, is tired of trying to tell time to the teacher.
Timid Turtle

Timid Turtle began school in September.
When teacher asked questions, he tried to remember.
"What is your name?" his teacher said.
He wanted to tell her, but whispered instead.
(Miss or Mrs.) Sue To Talk bent down so that she could hear,
And Timid whispered it right in her ear.
"Let's say it together; together let's say
Your name, Timid Turtle. It's louder that way."

\[ 
\begin{array}{c}
\text{Timid Turtle}
\end{array} 
\]
I lost two teeth the other day;
That makes the "s" sounds hard to say.
With missing teeth, my tongue peeks through.
Without my teeth, what can I do?

Related Activities:
Ask the children what sound is made when the tongue peeks through. ("th," voiceless)
The children could draw self-portraits both with and without their teeth.
Your class could form a "Lost Tooth Club." Each child can join when he loses a tooth.
Inital (t)

Materials:
Ticktock Sound picture; pictures with (t) sound; flannel board; metronome; color sheets.

Instructor:
(Place sound picture on flannel board.) Today, we are going to learn about a new sound. This is called the ticktock sound. You've all heard watches or clocks ticking, I'm sure. We make this sound by wricking the end of our tongues up here behind our teeth on this little shelf, and then we let the air come out quickly. We do not turn on our motors. Listen--while I make the sound for you. Does it sound like a clock ticking? Let's all be ticking clocks now and make this sound. (Give help to those who need it in the production of this sound.)

Let me read you a little poem about a tiny clock:

MY TICKTOCK

I have a tiny ticktock
That ticks when I'm in bed;
It's not a toy ticktock--
It's real, my mother said.
It ticks and ticks the time away,
And ticktocks me to sleep.
And do you know that little ticker
Never sleeps a wink?

(Discuss the poem and the ticktock sounds in the words.)

I wonder if we have any children here whose names begin with the ticktock sound? (Have these children stand). Do you know some people with these names--Tammy, Tossie, Treva, Tillie, Trudy, Teresa, Tad, Tom, Tim, Tony, Tod, Tyrone, Tracy, Terry, Teddy, Tina?
Dramatization:

How many of you boys and girls have ever gone somewhere on a train? It's fun to ride on a train, and today we are going to take a make-believe train ride! (Place some chairs behind each other for the train—place pictures of objects beginning with the (t) sound on the flannel board). Each of you will take one of these objects with you on the train ride. I'll choose someone to be the engineer and sit in the front of the train. (Each child picks up a picture and says "I'll take this turtle, etc., on the train today." More interest can be added by choosing a child to be the conductor who then helps the children on the train and takes up the tickets. A porter can be chosen, also, to sell candy, pop, popcorn, cracker-jacks, comic books, etc. When the train stops, each child returns his picture and says, "I took this turtle, etc., on the train today.")

We are going to play another game now, but we shall have to be very, very quiet or we won't be able to play it. I have a ticktock sound here (metronome) and I'm going to start it ticking here in the back of the room. When I stop this ticking sound, you boys and girls start ticking. Then when you hear this start ticking again, you stop. You will have to listen very, very closely or you won't know when to stop and start. (Continue with this activity for as long as the interest holds.)

How many of your mothers have a teapot at home? Most of them do, I'm sure. Teapot begins with the ticktock sound and also ends with it. Listen, while I say the word—do you
hear the (t) at the beginning and the (t) at the end? Let's all be little teapots today. I'll show you how:

Singing Activity:

"I'm a Little Teapot" --Capitol record--sung by Frank DeVol and his orchestra.)

I'm a little teapot short and stout
Here is my handle, here is my spout (form with arms)
When I get all steamed up, then I shout
Just tip me over--pour me out (bend to side)
I'm a very clever pot it's true
Here's an example what I can do
I can change my handle and my spout (change arm positions)
Just tip me over--pour me out (bend to side)

What sound did we learn about today? Show me how to make it. Take these color sheets home and show your mother and father how to make the ticktock sound. Have them help you find some pictures beginning with the (t) sound. We'll put them in the class scrapbook. Bring your color sheets back to our next listening period.
Initial (t)

Formation: Elevate tongue tip to upper gum ridge just behind the two front teeth. Allow lateral margins of tongue to touch side teeth so that outward passage of air stream is blocked. Open mouth slightly. Release tongue creating small explosion. Do not use voice. This is the watch-tick sound: "t-t-t-t-t."

The most common error in this sound is its confusion with the (k). Children who make this mistake must learn first that it is made at the front of the mouth, rather than at the rear. Since this sound is one which can be seen readily, the use of a small hand mirror is indicated. The therapist may use a tongue depressor to stroke the portion of the gum ridge on which the sound is made to give the child the feeling of it.

If the child seems to be having difficulty in lifting the tongue, exercises for tongue mobility are in order. He may chew as he lifts his tongue, for example or may reach to get peanut butter which has been applied to palate and gum ridge. You may want to use the similarly positioned (1), if he has mastered it, as a working point for this sound.

Broken syllable drill: Putting syllables together:

| t ah | t ah | t ah | tah tah tah |
| t ay | t ay | t ay | tay tay tay |
| t ee | t ee | t ee | tee tee tee |
| t i | t i | t i | tie tie tie |
| t o | t o | t o | toe toe toe |
| t oo | t oo | t oo | too too too |

Teehee Tip Toe

Teehee, teehee, Tip, tip, toe, Tip, tip, toe,
I am a clown named "Billy B," Quietly we go. Don't wake Joe.
I will make you laugh at me, Teehee, teehee.
Word lists:

to  toin  tar  tee
Tom  toy  tell  time
top  tail  tie  tame
tan  tap  ton  tire
tab  tea  tag  tip
toad  tear  talk  tabby
tide  toil  Tim  tuck
tool  tube  teeth  tease
tame  tune  table  teach
ten  tale  tack  tower
tub  town  tiny  temper
team  take  today  test
ten  tick  tough  tablet
tall  till  turn  teepee
toss  tot  tailor  timber

Tom

Tom, Tom,
Your pet toad
Is long gone
Down the road.

Talking

Talk to Mother,
Talk to Dad,
Tell them Brother
Makes you mad.

Time Tables

Two times two
Is always four,
And ten times ten
Is always more.

Tiny Tailor

A tiny tailor
Made a coat
For a tall sailor
From a big boat.

Bank

Time after time
I opened my bank
And took out a dime,
Now my bank won't clank.

Taffy

Taffy is a sugar,
Taffy is a sweet,
Taffy is my girl-friend,
Not the kind you eat.

Temper

Temper, temper, Sassy Sue,
You rip and tear
And pull your hair,
Temper, temper, Sassy Sue.

T. T. Mac L.

Today I teach,
Tomorrow I preach,
My name is Thomas Tams
MacLeach.

Tide

The tide is always in the sea,
Tide high, tide low,
Tide ebb, tide flow,
Tide come, tide go,
If I could I would its master be.
Tiny Town
Take me down to Tiny Town,
Tiny lights,
Tingy sights,
Take me down to Tiny Town.

Horse Sense
Old two-ton Tony
Rode his tan pony
Down the lane one day.

Said that tan pony
To two-ton Tony,
"You need a tan coupe."

Sentences:
1. John had ten tan toes.
2. Tillie bought tinker toys.
3. Ted was a friend of Tommy's.
4. We will have tea for two.
5. Put the tag on top.
MR. TURTLE

Tea, tie, too, toe,
Look at Mr. Turtle go.
Tea, tie, too, toe;
when he walks, he's very slow.

Tea, tie, too, toe,
Look at Mr. Turtle go.
Tea, tie, too, toe;
Why are you so very slow?

Related Activities:
For art, use an oval shape for the turtle's body and attach separate head, tail, feet, and arms by brass, round-head paper fasteners. In this manner the turtle could move and reinforce the slow rate.
Train Game


II. Draw a train track on the blackboard. Tell the children that the train can only stop at towns that start with the + sound. Start the train down the track and have the children tell you when it can stop.
Initial (v)

Formation: Make a loose contact between upper front teeth and lower lip and force air stream between them. Use voice. This is the airplane motor sound. Here it is: "v-v-v-v-v."

Often children will substitute the (b) for the (v) because of their similar sound. Therefore, it is necessary to establish the kinesthetics of the teeth against the lower lip rather than the upper lip against the lower lip. This will usually mean inhibiting the movement of the upper lip. The child who learns to grin broadly while making the sound will usually gain control of the upper lip.

There is sometimes a tendency to make the contact between teeth and lip too tight so that the air escapes laterally. It will be most important to establish the direction and character of the air stream during early placement work. Hold the back of the child's hand before your mouth as you make the sound. Let him feel the air as it escapes. Have him hold the back of his hand before his own mouth to feel the "wind." A mirror may be used to advantage with this highly visible sound.

Broken syllable drill: Putting syllables together:

v ah  v ah  v ah  v ah  v ah
v ay  v ay  v ay  v ay  v ay
v ee  v ee  v ee  v ee  v ee
v i  v i  v i  v i  v i
v o  v o  v o  v o  v o
v oo  v oo  v oo  v oo  v oo

Vee Vee  Voices

Vee, vee, vee,
And riddle-de-nee,
Vee, vee, vee,
And riddle-de-nee.

Voices, voices,
All around,
Voices, voices,
So much sound!
Word lists:

- very
- visit
- village
- voice
- valley
- van
- veil
- voice
- vital
- verb
- vacant
- Valentine's Day
- view
- vine
- vote
- vase
- vain
- valentine
- visitor
- vegetable
- Vera
- vague
- vanity
- varnish
- vim
- vapor
- vacation
- veal
- visiting
- vest
- vanilla
- viola
- villager
- vault
- victory
- vocal
- vampire
- vain
- voyage
- vale
- valence
- valley
- forge
- vent
- victim
- Venice
- vigor

Valentine

Valentine,
Valentine,
Will you be mine?

Valentine,
Valentine,
That would be fine.

Van

Van is such a funny man,
Van stands upon his head,
Van is a comedian
Whose face is very red!

The Valley

The valley there behind that hill
Lies in the sunlight green and still.
Valley, you could hold a town between those rising hills of brown.

Voice

I use my voice
To sing a song,
I like my voice---
My song is long.

Violet

Violet hides her face,
Violet is so shy,
Violet, take your place
And lift your colors high.

Vera

Vera went to Italy
To see what she could see.

When Vera tried to put on airs
Italians kicked her down the stairs.
Vacuum

The vacuum goes around the
house
Sucking what is on the floor.
Would the vacuum take a
mouse
If one came through the door?

The Village

The village has a big parade
With lots of people in it,
The village band
In red and green,
Under command
Of village queen.
The village has a big parade
And soon they will begin it.

Violins

Violins have throats
of velvet.
Violins sing notes
of velvet.

Vermont

Vermont is a pleasant state,
You'll like the Vermont breeze,
You'll like the Vermont sugar
From all those Vermont trees.

Verse

I had to learn a verse
About a mountain view,
That verse was really worse
Than any ballyhoo.

Sentences:

1. Venice is a city.
2. Washington lived at Valley Forge.
3. Vegetables are good to eat.
4. He wore a vest with his suit.
5. You must be very, very good before Christmas.
Initial (v)

Materials:
Motorboat sound picture; visual aid board; peek-a-boo chart;
pictures of popular TV stars; valentines; valentine box; color sheets.

Instructor:
(Dislay the sound picture.) Have you ever ridden in a motorboat?
Some of you have, no doubt, and you may know people who love
motorboats. Perhaps you've been down on a river or lake and
you've heard the motorboats as they race by. They make a noise
like this v-v-v-v! Our new sound today is called the motorboat
sound. You watch as I make the sound again and see if you think
that this sound looks like another one that we have studied.
(Scared cat sound.)

Now that we know how to make the motorboat sound, let's
all pretend that we are motorboats! (Discourage the addition
of the vowel sound (uh).)

Have we any boys or girls here with the motorboat sound in
their names? Do you know some people with these names—Veda, Vera,
Volta, Verna, Veronica, Victoria, Violet, Virginia, Vivian, Vesta,
Vicki, Valerie, Venita, Vance, Vaughn, Vernon, Victor, Virgil?

Have you ever watched your mother clean house? Sometimes
she uses a broom to clean the rug. Sometimes she uses an electric
sweeper or cleaner, and sometimes a vacuum cleaner. The vacuum
cleaner makes a v-v-v-v sound, too. Let's listen to this poem
about the vacuum cleaner:

THE VACUUM CLEANER

V-v-v-v! is the sound our vacuum makes,
As it moves about looking for dust;
The long gray sack fills up big and fat,
Till it looks like a rhinoceros!
V-v-v-v! right over the rug it slides;
V-v-v-v! it moves on without a delay.
V-v-v-v! on into the hallway now;
V-v-v-v! it takes everything in its way!

The vacuum sound is a busy sound,
But I think it is scary, too--
For how do we know when it goes v-v-v-v?
That it won't gobble me up--or you?

Practice Activity:
(Display the peek-a-boo chart.) I know that most of you like
to watch TV, so we are going to play a little game. Underneath
each one of these covers is the picture of a person who appears
on TV quite often. Each of you will have a chance to name a
TV star. If you give the correct name, you earn one point.
Before you lift the cover you will say "My favorite TV star is
under this cover."

Valentine's Day. Today I thought that we would just pretend
that it's Valentine's Day, and I have a valentine box here and
some valentines to put into it. You can tell me what sound begins
the word, valentine? Yes, the motor boat sound, and we also hear
the (v) sound in "give" and "very." I'll spread the valentines
out here on the table so that you can get a good view of them.
Each of you may come up here, choose a valentine, and say "I'm
giving this valentine to _______." Child chooses someone
in the group who will say "Thank you very much," and place
the valentine in the box.
Vegetables, vegetables,
That I know,
Which are the vegetables
That help me grow?

Carrots and cake--
Carrots and cake,
One is a vegetable;
Which would you take?

Candy and corn--
Corn and candy,
One is a vegetable
That would be dandy.

Cabbage and cokes--
Cabbage and cokes,
One is a vegetable,
Tell your folks.
A VALENTINE

A Valentine is happiness;
A Valentine is love;
A Valentine goes from our heart
To the one we're thinking of.

Related Activities:
This would be a good poem to print on Valentines being sent home.

VALENTINES

I've made some Valentines to send
To my family and my very best friend.
They're red and white, and velvet and lace,
With pictures of flowers in a vase.
The verse is "Be My Valentine,"
Or "I Love You," or just "Be Mine."
I'll give them to the postman today,
So they'll arrive on Valentine's Day.
FIVE SHIVERING VALENTINES

Five little valentines shivered in a box.
The first one said, "I'd love a pair of socks."
The second one said, "A vest is all I need."
The third one said, "You need a vest—indeed!"
The fourth one said, "Some gloves would warm me so."
The fifth said, "My envelope barely warms my toe."

**********

Do you think the valentines are lonesome living there?
Maybe they need you and me and lots of love and care.

Related Activities:
Make finger valentine puppets by stapling two small hearts together, leaving room for the finger in the middle. Have the children wiggle their fingers as they hear each line repeated.
Hearts attached to sticks could also be the puppets.
"v--, I'M VEE-VEE

I'm Vee-Vee, the little green fly.
You'll hear me as I "v-, v-," by.
Yes, "v--," I cry, and "v--," I sigh.
I'm Vee-Vee, the little green fly.

**********
Listen again, and you may cheer.
For all the "v's" that you hear.

Related Activities:
After reading this once to the children, repeat it and let them clap ("cheer") once every time they hear a "v" sound.
The class could draw Vee-Vee, using the letter "v" for the body of the fly. Staple this to a small ring made of paper for use as a finger puppet.
1. vase
2. vine
3. vest
4. violin
5. valentine

A. On the sails of this boat, you will find pictures. Each picture has a number on it.
B. Find the number "1" on the bottom of the sail.
Vic Viper gets his vim, vigor and vitality from vitamins and vegetables.
Initial (v) Scramble Letter Relay

1. revy (very) 8. entv (vent)
2. itisyv (visit) 9. imv (vim)
3. lavley (valley) 10. rebv (verb)
4. ilev (veil)
5. iovlin (violin)
6. setv (vest)
7. wvo (vow)

Note: This would be one of the last games played in this packet so that the children would be able to recognize the words.
Initial y (j)

Formation: This sound does not stand alone, but may be practiced with the schwa vowel, i.e. the "uh," at its termination.

Begin by placing the articulators in the "ee" position.

Give a slight forward movement to jaw. Terminate with schwa.

Use voice. This is the "yes" sound: "y-y-y-y-y.

One of the most common errors in the sound is the substitution of the (w) in its place. The therapist must begin with inhibiting the lip movement in this case. The child should be encouraged to smile broadly while making this sound. A mirror will prove helpful here.

Broken syllable drill:      uttering syllables together:
y ah y ah y ah          yah yah yah
y ay y ay y ay          yay yay yay
y ee y ee y ee          yee yee yee
y i y i y i          yi yi yi
y oh y oh y oh          yo yo yo
y oo y oo y oo          you you you

Yum Yum

Yum, yum, yum, yum,
Now I'd like to have some
Candy, cake, and chewing
Yum,
Yum, yum, yum, yum.

Crying

Yi,
Yi, yi,
When I hurt myself I cry,
Yi,
Yi, yi

Word lists:
ye
yo-ye
yun
you
yolk
yarn
yard
yarn
yes
year
yellow
year
yet
yellow bird
yield
yoke
yap
yarn
yonder
York
Yonkers
Yankee
yearning
yesterday
Yellow Bird

Yellow Bird,
In the tree,
Yellow Bird,
Sing to me.

Yesterday

Yesterday was long ago,
Yesterday is gone,
And yet before I really know,
Tomorrow's coming on.

Years Ago

Years ago, my mother says,
The children made no noise.
Years ago I wonder if
They had real girls and boys.

Yes

Yes is such a pleasant word,
It makes me feel so fine.
If "yes" were all I ever heard,
I'd know the world was mine.

Yawning

I yawn when I am sleepy,
I yawn so easily,
Sometimes I yawn if I can see
A someone else who yawns at me.

Yarn

Yarn rolled into a big red ball
Will make a sweater for me.
The yarn came from an animal,
A sheep I call Marie.

Yodel

Yesterday was long ago,
Yesterday is gone,
And yet before I really know,
 Tomorrow's coming on.

Yankee

A Yankee went to see
If a dickey bird could sing,
The Yankee said, "Yes, he
Can yodel anything."

Yarn

Yarn rolled into a big red ball
Will make a sweater for me.
The yarn came from an animal,
A sheep I call Marie.
Yearling Colt

I had a little yearling colt
To ride on every day.
I loved that little yearling colt,
And fed it oats and hay.
I find my little yearling colt
Is a big horse today.

Sentences:

1. Youth beds are fun to sleep on.
2. The yard is filled with trees.
3. I had a yo-yo on a string.
4. The yolk of an egg is yellow.
5. Will you say "Yes?"
Initial (y)

Materials:
Sad Puppy Sound picture; flannel board; pictures that begin with the sound and some that do not.

Instructor:
(Display the sound picture.) What is little Popo doing here in the picture? Yes, he's yelping, isn't he? That's what little puppies do when they are unhappy or uncomfortable or hungry.

Our new sound is called the sad puppy sound. Let's try to make it. We start by making the (i) sound and then going quickly to the (uh) sound. (Producing the sound—slowly at first, and then quickly to make the blend.) Listen to this poem about a yelping puppy named Homer:

YELPING HOMER

Yip! Yip! Yip!
Yelps my little puppy, Homer.
When he begins to wiggle-wag,
He wiggles-wags all over!
Yip! Yip! Yip!
Yelps my tiny puppy, Homer—
Whenever he is hungry, or he wants a flea turned over!

Now I'll read the poem again, and you make the sad puppy sounds!

In our listening period today, we are going to play the guessing game. Remember, the answer must begin with the sad puppy sound or it will not be correct.

1. The day before today is call (yesterday).
2. The color of the sun is (yellow).
3. They planted flowers in the (yard).
4. A sleepy person will open his mouth and (yawn).
5. When someone gives you something, it belongs to (you).
6. Shaking your head up and down means (yes).
7. A person who is not old is (young).
8. The yellow part of the egg is called the (yolk).
9. When you see something good to eat, you say (yum).
10. Grandma knitted me a sweater out of (yarn).
Let me tell you about a little girl whose name is Yancie. 

Listen, and tell me what Yancie liked most of all:

YANCIE LIKES YELLOW

Little Miss Yancie, would you like a yellow dress?

Yes, yes, yes, now, however did you guess?

Pretty little Yancie, would you like some yellow shoes?

Yes, yes, yes, I would like that, don't you know?

And charming little Yancie, how about a yellow hat?

Yes, yes, yes, I am very sure of that.

Yellow dress, yellow shoes, yellow bow, and hat?

Yes, yes, yes, and please add a yellow cat!
Yanity Yee, Yanity Yee
was a man of the sea and jolly, by gee.

Yah Ho, Yay Ho, Yee Ho, Yoh Ho You;
Yah Ho, Yay Ho, Yee Ho, Yoh Ho You.

Yanity Yee, Yanity Yee
Would sing with glee, this man of the sea.

Yah Ho, Yay Ho, Yee Ho, Yoh Ho You;
Yah Ho, Yay Ho, Yee Ho, Yoh Ho You.

Related Activities:
Here is a dance sequence for the refrain: The students
would step hop on one foot and then on the other foot. At
the same time, one hand and lower arm would be placed parallel
to the floor and across the waist in front and the other hand
and lower arm would be placed parallel to the floor and across
the waist in back. The arms would change positions on each "step."
Yogi Yak

Young Yogi Yak yells and yodles yearningly for a yellow yo-yo.
1. Mother works with some ___.
2. The ___ goes up and down.
3. Father has a long ___.
4. Billy plays with his ___.
5. My kitten plays with ___.

Purpose: To develop the ability to recognize the sound of the initial consonant Y.
Procedure: Put X or Y in the box under each picture whose name has the same initial consonant sound.
Mack

This is a story about a yak named Mack. Do you know what happened to this yak called Mack?

Well, Mack the yak had a tremendous appetite. In fact you might say that he made quite a pig of himself at times.

This yak, Mack, would do anything to get yo-yo berries and yams which were his very favorite foods. (Really there is no such food as yo-yo berries. They were really cranberries, but Mack the yak didn’t know this, and he always called them yo-yo berries.)

One day our young friend, Mack the yak, pulled on his mellow yellow sweater that his mother had made for him out of mellow yellow yarn. (Mellow yellow yarn is about the same color as the yolk of an egg.) The yak too his yardstick in hand and yelled “good-bye” to his mother. For Mack the yak was on his way through the front yard, past the yacht…
to Yo-yo Bush Valley to pick yo-yo berries and dig for yamsthat he had planted last spring. He was supposed to take these home to his mother for her to cook for Sunday dinner.

The yams were buried exactly one yard, two feet and five inches to the left of the first yo-yo berry bush. This is why Mack had brought his yard stick. The yak yelled with joy as he spotted the first of the buried yams and he dug and dug till he had all of the yams up. Then he proceeded to pick nine baskets of yo-yo berries.

And do you know what happened? ......

Well, instead of going home as he was supposed to Mack the yak sat down and began to eat and he ate and he ate and his stomach grew and it grew.................till.........................finally all of the yams were gone and all of the yo-yo berries were gone!

Now just what do you think of that?
Dogs make different noises. Sometimes they bark, sometimes they cry, and sometimes they yelp. A dog might yelp if you were to accidentally step on his tail. A yelp is a little short bark. Now, I will give you some sentences, and you tell me what word I've left out.

1. Dogs cry, bark, growl and ______. (yelp)
2. A ______ is a little short bark. (yelp)
3. A dog ______s when you step on his tail. (yelp)