The Senior Honors Thesis (Project)

Guidelines and Statements

1. Registration, Credit, Adviser, Department

The Senior Honors Thesis (Project) carries course designation of ID 499 (Inter-departmental credit) and carries a total of four hours of undergraduate credit. Students may register in ID 499 when the following conditions are met:

a. Graduation is contemplated not more than 4 quarters hence.
b. A faculty adviser from the student's major department has been selected and has agreed to advise the student.
c. The student is in good standing on the honors program.

Registration: Students may register in ID 499 during any quarter of their senior year and complete work on the thesis during any quarter of that calendar year. If a student registers in Autumn and does not complete the thesis in Autumn Quarter, an Incomplete may be carried for three more quarters. Credit is applied in the quarter of completion of the thesis.

Credit: Four hours of undergraduate credit to be counted in the student's total quarter program when initial registration is made. Accumulative ratios may carry an Incomplete through 3 subsequent quarters. Incomplete grade changes to letter grade when student completes thesis. Credit is applied when the thesis is completed and the adviser assigns the letter grade.

Adviser: When students are ready to begin their work that will lead to credit in ID 499, a faculty adviser must be sought out by the student. When an agreement is reached between the adviser and the student, work may begin on the thesis. Occasionally it may be necessary to delay registration in ID 499. When this happens, the adviser must agree to work with the student even though formal registration for the course will not take place at the time the work is begun. (Faculty agreeing to advise students with their Honors Thesis or Project should be aware that the course is carried on the workload only when the student registers for ID 499. Please check with the office of the academic vice president for full details.)

Departmental Credit: Credit in ID 499 may be applied in fulfillment of requirements for the major and/or elective departmental credit. It may substitute for a required course in the major. Students who desire to make substitutions or arrange for departmental elective credit should make these arrangements directly with the department and/or their advisers.

Major Field: Students generally write honors theses in their major field; however, individual exceptions may be made where, in the judgment of the adviser, student, and director of the honors program, it would be more beneficial to the student to write the thesis in a related field.

2. The Role of the Honors Program

Students and faculty who have questions should feel free to consult with the director of the honors program.

Students notify the honors program office of their intention to register in ID 499. The honors program office is responsible for keeping accurate records of ID 499 registrations.
3. Thesis Completion

Routine Steps:

a. Student gives completed thesis to adviser.
c. The honors program forwards the thesis to the library for permanent filing. The honors program maintains a card file of thesis titles.

Grades: If an Incomplete has been assigned, it is necessary for the adviser to remove the I and assign a letter grade. Generally, there are two acceptable letter grades for an honors thesis or project: A and A-. The adviser will receive individual grade sheets from the registrar and file grades directly with the registrar. In case of emergency, the director of the honors program will assume responsibility for assigning an Incomplete grade, or directing that a letter grade be assigned by someone other than the faculty adviser.

4. Other information

The honors program accepts only the originally-typed thesis. Copies may be made, and these arrangements are worked out by the student with his adviser. The honors program prefers to receive completely unmarked theses.

A page may be inserted after the title page and before the acknowledgments or preface page as follows:

I recommend this thesis for acceptance by the Honors Program of Ball State University for graduation with honors.

5/7/72 [Signature]
(signed here) Thesis Adviser

Department of [Department] (Student may complete)

(date here)

There is no format, style or length required by the honors program for an acceptable thesis. Theses should be inserted into a plain, black folder to facilitate storage in the library.

4. Withdrawal from ID 499

The student must withdraw from ID 499 following the same procedure as for any other course in the university. The student must inform the honors program of his withdrawal.
Ball State University

A SPEECH IMPROVEMENT PROGRAM FOR KINDERGARTEN

Susan E. Neff
Inter-Departmental 499
March 10, 1972
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>iv</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>3</td>
</tr>
<tr>
<td>I. LISTENING EARS AND SPEECH HELPERS</td>
<td>6</td>
</tr>
<tr>
<td>II. /t/</td>
<td>7</td>
</tr>
<tr>
<td>III. /s/</td>
<td>12</td>
</tr>
<tr>
<td>IV. /r/</td>
<td>14</td>
</tr>
<tr>
<td>V. /j/</td>
<td>22</td>
</tr>
<tr>
<td>VI. /g/</td>
<td>28</td>
</tr>
<tr>
<td>VII. /l/</td>
<td>26</td>
</tr>
<tr>
<td>VIII. /tʃ/</td>
<td>28</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>30</td>
</tr>
<tr>
<td>FURTHER REFERENCES</td>
<td>31</td>
</tr>
</tbody>
</table>
Preface

This series of speech improvement lessons was prepared as an Honors Program Senior Project at Ball State University.

The materials were planned and prepared for use by a speech clinician with kindergarten classes. They might also be used by kindergarten and first-grade teachers in their classrooms.

These lessons were developed to help children learn to listen to themselves as well as to others, to make judgements about the speech they hear, and to develop correct speech patterns. The speech sounds given attention in this series of lessons were selected because they are among the sounds which are most likely to be defective. These sounds occur frequently in our language and therefore are quite noticeable to the listener when they are defective. The formations of several of these speech sounds are easily seen and for that reason are more easily explained to the young child than those of sounds which are formed out of view within the oral cavity.

The form utilized for this speech improvement program was based on Margaret C. Byrne's *The Child Speaks: A Speech Improvement Program for Kindergarten and First Grade*. Several of Miss Byrne's ideas were adapted for use by this writer.

Many, many thanks go to Dr. Richard Artes, Speech Scientist and Professor of Speech at Ball State University, who served as the writer's faculty sponsor. Dr. Artes provided much assistance by suggesting resources, and his patience was invaluable.
Introduction

Mr. Sound Box is a personality in the form of a box. He is designed to carry each lesson's materials and to introduce each new sound. He also brings the Listening Ears which the children wear during each session. These items are planned to give the program continuity and to serve as reminders of the purpose of various activities.

The units of this speech improvement program generally follow a pattern including introduction and identification of the sound, visual and aural stimulation, discrimination between the standard sound and common error sounds, and production within structured contexts.

The first lesson is entitled "Listening Ears and Speech Helpers," and it is concerned with developing awareness of sounds within the environment and of speech sounds. This lesson also traces in an elementary manner the way in which man's vocal mechanism produces speech.

Units two through eight emphasize various speech sounds, namely /f/, /s/, /r/, /ʃ/, /ʒ/, /l/, and /j/. The order in which these sounds are presented is not important. The abilities to produce a given sound in the initial, medial and final positions do not necessarily develop simultaneously. The writer ordered the sounds as they can normally be produced in all three positions. /ʃ/ is out of order because Choo Choo Charlie provided a very natural means of reviewing the other sounds.

Frequently words containing the unit's sound appear within the lesson's directions or discussions. These words can become valuable as part of the stimulation activities if the clinician or teacher will recognize and emphasize them.

The clinician or teacher should consider the write ups of the units to be guidelines. He or she should be familiar enough with the order and
methods of the units that he can be natural and flexible in his presentation.
Materials

Unit I. Listening Ears and Speech Helpers: Mr. Sound Box, Listening Ears, whistle, paper, balloon.

Unit II. /f/: Mr. Sound Box, Listening Ears, Franky Fish, mirrors, Six Foolish Fishermen, discrimination pictures, fishing poles, "fish" pictures, flannel board, zero.

Unit III. /s/: Mr. Sound Box, Listening Ears, mirrors, Seven Diving Ducks by Margaret Friskey, duck and basket, pictures, paper strips.

Unit IV. /r/: Mr. Sound Box, Listening Ears, The Red Carpet by Rex Parkin, red carpet, fire truck picture, zero, masking tape.

Unit V. /ʃ/: Mr. Sound Box, Listening Ears, shells, mirrors.

Unit VI. /ç/: Mr. Sound Box, Listening Ears, Thelma Thumber and paper, pencil, Thank You, You're Welcome by Louis Slobodkin, suckers.

Unit VII. /l/: Mr. Sound Box, Listening Ears, lion, mirrors, Andy and the Lion by James Daugherty.

Unit VIII. /tʃ/: Mr. Sound Box, Listening Ears, Choo Choo Charlie, mirrors, Charleys and pictures for children.
I. Listening Ears and Speech Helpers

Everywhere we go there are sounds. Some sounds are very loud, like a jet plane, and some are very quiet. Kittens purring are quiet. What else is very loud? (drums, a car horn) Can you name some very quiet things? (crickets, humming)

Who can tell me what part of our bodies we use to hear? That's right. We use our ears. We are going to use our ears to listen for sounds today.

This is Mr. Sound Box. In him are the sounds we are going to be learning. Our Listening Ears will help us. They are also in Mr. Sound Box. We will put them on every time we are learning a sound.

Today we are going to listen to several sounds. Who will help me hand out the Listening Ears? Put them on as soon as you get them. (Demonstrate with your pair of ears.) Does everyone have on his ears? Now listen carefully and tell me what you hear. (Blow a whistle, snap fingers, clap hands, tear paper, pop a balloon. If a piano is available, have the children close their eyes while you press a piano key.)

(If there are rhythm instruments available ask for volunteers to play them. Have the players stand out of sight so the listeners can guess the instruments.)

Voices are some of the most important things we listen to. We use our voices to tell people things we want them to know. In what other ways do we use voices? (laugh, scream)

Our speech is made by speech helpers within our bodies. Let's see if you can help me name them. First of all, we could not talk if we could not breathe because speech needs air. Where do we find air in our bodies? (In the lungs) Everyone take a breath. Did you notice anything? Did your chests get bigger? When you breathe, the air goes into your lungs and makes
them bigger. They push out on your chest so they have more room. When you talk, you use the air coming out of your lungs. Sometimes it vibrates in your voice box making sound. Your voice box is in your neck, and you can feel it vibrate. Put your hands on your necks and say "ah." Did you feel it? It feels and sounds like a motor running. Your motors are not turned on every time you make a sound. You do not use them when you whisper or when you make some sounds like /p/. (Repeat /p/ several times and have the children say it too.) Hold your hands in front of your lips. Can you feel the air? Now touch your necks again. Is your motor running? (No)

Now say your name. If people used only their lungs and voice boxes to talk, no one could understand what they were saying. Try saying your name without moving your mouth. We move our mouths to make the sound from our motors into words.

What are some parts of our mouths that we move when we talk? (Purse lips and over-emphasize tongue movements if necessary to help the children recognize lip and tongue movement.) Can you feel your tongue touch another part of your mouth when you say /k/? What part of your mouth does your tongue touch? (the roof) Your tongue touches somewhere else when you say /t/. Can you tell me where? (Have the children feel the ridge behind their front teeth with their tongues.)

Watch me while I say /s/, and tell me what helpers help me make this sound. (Prolong /s/.) That's right, the teeth. That was easy to see.

Let's name the talking helpers again. (Ask questions that will help the children name the lungs, the voice box or motor, the lips, the tongue, the roof of the mouth, the ridge behind the front teeth, and the teeth.) These helpers work together in many different ways to help us talk so others can understand us.

You listened real well today, and you learned a lot about listening and talking. Now put your Listening Ears back into Mr. Sound Box. He
will bring them again the next time he comes.
II. /f/

Mr. Sound Box has a friend for us to meet today. He lives in a lake, or a stream, or a river, and he swims. His name is Franky Fish. Do any of you have a fish at home? Where do you keep him? Did you give your fish a name?

Franky Fish's names both begin with the same sound, /f/, and that is the sound we are going to listen to and talk about today.

Who will help me pass out the mirrors?

I say /f/ by putting my bottom lip against my front teeth and blowing gently. Look at your own mouth. Put your lip against your teeth—do not press too hard—and blow. Did you say /f/? Try it again.

I have a funny story to read you about six foolish fishermen. Will some of you pass out the Listening Ears? Put them on and listen closely. See if you can figure out why the fishermen are foolish before the story tells you. (Read Six Foolish Fishermen by Benjamin Elkin as adapted. See the enclosed adaptation.)

Did you figure out why the fishermen were foolish?

Can you think of some words from this story that have our sound? (foolish, fishermen, fish, from, first, fourth, fifth, four, five)

Do any of you have names that begin with /f/?

Can you name any items in the room that begin with /f/? (floor, flannel board)

What else can you name that has our sound? (Take the discrimination pictures from Mr. Sound Box.) Some of these pictures have our new sound, and some do not. We will put the ones with /f/ in one pile and the other pictures in another pile. (Ask the children to identify by name each
picture and to designate on which pile it belongs.)

How many of you have gone fishing? What did you take? (fishing pole or rod, hooks, bait) I brought some fishing poles today, and we are going to play a game to find out how well you know today's sound. Each one of you will take a turn fishing. The pond is behind Mr. Sound Box. If you catch something that has /f/ in it, say it to the class, then put it on the flannel board under the fish. (Put Franky on one side of the flannel board.) If it does not have /f/ put it under the zero. (Place the zero on the other side of the board.) (If a child has difficulty deciding, have his classmates say the word for him while he listens.)

You listened very well today. Put away your Listening Ears so we can find them when Mr. Sound Box brings us another sound.
Six Foolish Fishermen

Once there were six brothers who decided to go fishing. So they went
to the river and picked good spots from which to fish.

"I will fish from this boat," said the first brother.

"And I will fish from this raft," said the second brother.

"And I will fish from this log," said the third brother.

"And I will fish from this bridge," said the fourth brother.

"And I will fish from this rock," said the fifth brother.

"And I will fish from this bank," said the sixth brother.

And that is exactly what they did.

Each brother fished from the spot he had chosen, and each one had good
luck.

But when it was time to go home, the brothers became a little worried.

"We have been near the river, and over the river, and on the river," said the brother in the boat. "One of us might easily have fallen into the water and been drowned. I shall count all the brothers to be sure there are six of us."

And he began to count:

"I see one brother on the raft, that's one.

"And another on the log. That's two.

"And another on the bridge. That's three.

"And another on the rock. That's four.

"And another on the bank. That's five.

"Only five! Joe is me. We have lost a brother!" In his sorrow he
didn't even notice that he had forgotten to count himself.
"Can it really be?" cried the brother on the raft. "Has one of us been drowned, and have we really lost a brother?"

And he, too, began to count:

"I see one brother on the log. That's one."

"And another on the bridge. That's two."

"And another on the rock. That's three."

"And another on the bank. That's four."

"And another in the boat. That's five."

"Only five. What will our dear mother say?"

And he, too, didn't even notice that he had forgotten to count himself.

"Let me check from here!" cried the brother on the log.

"I see one brother on the bridge. That's one."

"And another on the rock. That's two."

"And another on the bank. That's three."

"And another in the boat. That's four."

"And another on the raft. That's five. Five in all, oh, unhappy day! Why did we ever come here, for one of us to be drowned!"

Then the fourth brother counted, and the fifth and the sixth—each one counted only five brothers because each forgot to include himself.

All the brothers went back to the shore and rushed sadly up and down the river's edge, trying to see the body of their poor drowned brother.

Then along came a boy who had also been fishing, but who had not caught a single fish.

"What's the matter?" he asked. "You seem to have plenty of fish. Why do you all look so sad?"

"Because six of us came here to fish, and now there are only five of us left. One of our dear brothers has been drowned!"
The boy looked puzzled. "What do you mean, only five left? How do you figure that?"

"Look, I'll show you," said the eldest brother, and he pointed to his brothers: "One. Two. Three. Four. Five.

"Six of us came here, and now only five are going back. Sad is the day!"

The boy turned to hide his smile, and then he turned back. "I think I can help you find your lost brother," he said. "When I squeeze your hand, I want you to count."

As hard as he could, he squeezed the hand of each of the brothers, in turn.

"One!" yelled the first brother, and he rubbed his aching hand.

"Two!" cried the second brother, and he jumped up and down because of the hard squeeze.

"Three!" shouted the third brother.

"Four!" shrieked the fourth brother.

"Five!" screamed the fifth brother.

"Six!" roared the sixth brother.

SIX! The brothers looked at each other in delight.

There were six of them again!

They cheered for joy, and slapped each other on the back.

Gratefully, they turned to the boy. "Here," they said, "We insist that you take all of our fish. We can never thank you enough for finding our dear, lost brother."

As the boy happily accepted their gift, the six foolish fishermen went their merry way.
Mr. Sound Box and I are here again, and Mr. Sound Box is anxious to share a sound which is very important to him. It is a sound we have used from the first time Mr. Sound Box and I came. It is the first sound in his second name. Who can tell me what it is? That's right. (Prolong /s/)

Do your names have this sound?

I am going to pretend to do some things, and I want you to guess what they are. The words for these things will have /s/. (Cup one hand over your eyes and look slowly around the room. The children should guess "see." Pretend to wash your hands and face. Ask what one uses to wash for the word "soap." Sit down for the word "sit." Pretend to sew on a button for "sew.")

Will someone pass out the mirrors, please?

What speech helpers work when we say /s/? Watch yourself say /s/ to find out which speech helpers you use.

Mr. Sound Box brought a story for you. You will need your Listening Ears. Will someone pass them out? Listen carefully and every time you hear /s/, lay down a paper strip. (Hand each child a packet of strips from Mr. Sound Box. Read Seven Diving Ducks by Margaret Friskey.) How many strips did you lay down? What are some of the /s/ words you remember from the story? (seven, swim, sissies, ducks)

One of the seven diving ducks is here, and he brought a basket full of pictures. Each one of you may take a picture, and when you pick it up, say "I see a ...." Some of the pictures will have /s/ and some will not. After you have told us what you see, tell us if /s/ is in the word. (Have each child come forward individually to select his picture.)
You did a good job today. Return your Listening Ears to Mr. Sound Box. He will bring them again the next time.
Mr. Sound Box is glad to see all of you today. So am I. We have another sound, and it is one that is fun to make. It is the sound that a fire truck makes when it turns on its siren. A rooster says it too when he crows. Who can sound like a fire truck? (Call on a volunteer.) Now everyone sound like a fire truck. Can someone else crow like a rooster? Let's all crow. You make good fire trucks and roosters.

Does anyone's name have our new sound? What are some things you can name that have the fire truck sound? (room, rug, rope, fire truck)

Mr. Sound Box has a riddle for you. Did you hear our new sound in "riddle?" Here is the riddle. What is red, long and narrow, and is rolled out for important people? (A red carpet) I have a funny story about a red carpet that I want to tell you today. Before we can start, though, you need your Listening Ears. Who will pass them out?

Listen for the fire truck sound in this story. Are your Listening Ears ready to hear about the red carpet? (Read the included adaptation of The Red Carpet by Rex Parkin.) How did the red carpet start rolling? Where did it go? Why?

Has any one of you ever seen a red carpet? (If anyone has, let him tell about the experience.)

Mr. Sound Box has a red carpet to show you. He wants to know how well you have learned to hear the new sound, and he is going to use his red carpet to find out. Who will help me unroll the carpet? (Extend the carpet where there is room for the children to stand on either side of it. Tape it to the floor in several places.)

It is very important that your Listening Ears are on well because this is a listening game. If you hear a word having our new sound, stand on the
fire truck's side of the red carpet, and if the word does not have the
desired fire truck sound, stand on the side with the zero. Now come stand in the
middle of the red carpet. (Using the following list plus any other appropriate
words, have the children jump to the correct side of the carpet.
Frequently repeat the fire truck sound as a reminder of the sound for
which the children are listening. After having the children perform as
a group, say a word for each individual, having him indicate the presence
of /r/ in the same manner.)

<table>
<thead>
<tr>
<th>run</th>
<th>walk</th>
<th>root</th>
<th>little</th>
</tr>
</thead>
<tbody>
<tr>
<td>rip</td>
<td>wive</td>
<td>roll</td>
<td>like</td>
</tr>
<tr>
<td>root</td>
<td>will</td>
<td>roll</td>
<td>late</td>
</tr>
<tr>
<td>zero</td>
<td>window</td>
<td>rake</td>
<td>wood</td>
</tr>
<tr>
<td>rut</td>
<td>wood</td>
<td>ring</td>
<td>lily</td>
</tr>
</tbody>
</table>

I think Mr. Sound Box is very pleased with how well you listened.
Now sit down on the fire truck's side of the carpet because Mr. Sound
Box has one more thing for you to do before he leaves. He wants you to
think of a word having the fire truck sound. Take a minute to think of
one. Then you can share it with everyone else.

You listened real well for today's sound. Let Mr. Sound Box keep
your Listening Ears until he comes again.

(Tell the children that the next time you come they will have Show
and Tell, and each child is to bring something to show the class.)
The Red Carpet

At the top of a hill, on LaSalle Avenue,
Stood a little hotel. It was called the Bellevue.
It had green window boxes full of bright flowers...
A gaily striped awning to keep off the showers....
On special occasions the doorman, in blue,
Rolled out a lovely red carpet too!

One day the head clerk
told the doorman, Jim West:
"I want the hotel to
look at its best.

The Prince of Rolando
is coming to stay.
Get busy and clean up
the front right away.

Shine up the doorknobs,
and sweep up the floor,
Then roll out the carpet
right through the front door!"

So the doorman cleaned up
with a mop and a broom,
Then he put them away
in a little back room....

He took out the carpet
they kept there in store
And laid it down gently
upon the smooth floor....
He took off the string
and the covering, too,
Then he gave it a push
with the toe of his shoe.

Swiftly it rolled down the corridor floor,
Right through the lobby, and out through the door....

Over the sidewalk where people were strolling.
Out to the curb--then

IT KEPT RIGHT ON ROLLING!
Into the street, dodging buses and hacks,
Way out over the trolleycar tracks!

The doorman and clerk ran outside in surprise.
The doorman just couldn't believe his own eyes!
"I've rolled that red carpet out times by the score,
But nothing like that ever happened before!"

The chief clerk looked puzzled and scratched his head.
"You must have pushed it too hard!" he said.

In the meantime the carpet rolled on down the hill.
Second by second it rolled faster still!
Cars slammed their brakes on with loud grunts and squeals.
Dogs left their masters and barked at its heels!
The doorman ran after it shouting out "HEY!"
Everyone rushed to get out of the way!

Right by the traffic policeman it sped
Just as the light was turning to red.
The cop blew his whistle. It took no heed.
It was rolling fast row and gathering speed.

"Bless me!" cried Officer Mike O'Shea.
"The hotel's red carpet has run away!"

Then zipl--it dashed through the public square
And folks on the benches jumped up in the air!
To Tony Tortoni it gave such a start
He upset every pretzel he had on his cart!

It was speeding so fast that the wind whistled WHEREEEE!
As it whizzed past the statue of General Lee!

When it came to the park gates, the carpet swerved right.
Through the center of town it continued its flight.
It turned left at Pearl Street and traveled down Main....
At the corner of Plum Street it turned left again.
It weaved to and fro, in and out, like a thread...
And soon the whole city was colored bright red!

As it flashed by his office, the Mayor, Mr. Potts,
Cried, "That carpet is tying this town into knots!
Arrest it at once! And restore peace and calm!"
He pressed on a buzzer and gave the alarm...
And from station houses all over the place
Policemen poured out to take up the chase!

The carpet sped south down De Witt Avenue.
Then it headed out east along Route 22.
It was rolling along like a hat in a gale
with a squad of policemen hot on its trail.

They crouched on their cycles; their faces were scowling.
Their motors were roaring! Their sirens were howling!

Up hill and down dale, in great leaps and bounds,
The carpet raced on like a hare chased by hounds.
Past orchards and meadows where cattle were grazing...
Past silos and barns--its speed was amazing!

Across level-crossings and bridges it sped,
Leaving behind it a trail of bright red!

"That's going to stop it!" the leading cop said,
when he saw them repairing the road up ahead.
But the carpet went WHOOSH past the road-mending crew.
It didn't slow down, but it swept on right through....

It knocked the sign flat and it sent the lamps scintling,
Just when it seemed the policemen were winning!

Cruising along in their car near St. Clair,
Two cops heard a warning come over the air.
"Attention Car 44" they heard the voice say.
"Arrest a red carpet! It's coming your way!"

But they dived for the ditch--not a moment too soon--
As the carpet shot over their heads with a zoom!

And then, at a place about two miles from Bode,
The red carpet came to a sign in the road.
The left arm said FERRY, the right read NEW YORK.
The carpet dashed on and it took the left fork.
"Boys!" yelled the Police Chief. "We'd sure better hurry!
The carpet has taken the road to the ferry!"

Lower they crouched and they rode faster still....
But the carpet sped on o'er the brow of the hill.

It covered the yards to the dock in a flash,
And it flew off the end of the peer with a splash;
The policemen behind all pulled up in a flock...
Just as the ferry came into the dock!

And there on the ferryboat Annabel Lou
Was the Prince of Rolando and his retinue!
"My goodness!" he beamed, when he saw the display.
"This is a tremendous surprise I must say!....
A whole squad of police, and a red carpet too,
To welcome me here, from the Hotel Bellevue!"

He shook hands with the Captain again and again,
And the Captain was just too polite to explain.
So he smiled at the Prince, and he called to his force:
"Now that we're here, we must drive back of course!
We've finished our job, so we might just as well
Escort the Prince back to the Bellevue Hotel!"

So they formed up a line, two abreast in a file,
That stretched down the roadway for almost a mile:
At the head rode the policemen; their sirens were screaming....
At the rear rode the Prince, in his motorcar, beaming....
Back they all rode, as folks cheered and waved,
On the bright scarlet path that the carpet had waved!
In village and city the townsfolk turned out
To welcome the Prince and his men with a shout!

Newsmen took pictures. Reporters took notes...
Broadcasting people got hoarse in their throats.
It was no time at all before everyone knew
Of the carpet, the Prince, and the Hotel Bellevue!

And the Prince himself said, as his car came to rest,
"I've had many welcomes—but this is the best!
The warmth of your greeting fills me with much cheer!
When I come to town, I shall always stay here!
And you can be sure I shall well recommend
The Bellevue Hotel to all of my friends!"

And he certainly told every friend that he'd got!
(And he had many friends, for he traveled a lot.)
For guests came from London, and Paris, and Kobe,
And big towns and cities all over the globe!
And the fame of the inn spread so far and so wide
That they soon had to add a new wing on each side!

When you go to town be sure and stay, too,
At the home of the carpet—The Hotel Bellevue!
And you'll see the carpet that served them so well...
It's the pride and the joy of the Bellevue Hotel!

The end.
v. /ʃ/ 

What do you say when you want someone to be quiet? (sh)

What can you find on a beach by the sea? Sometimes you can hear the waves in it. (Seashell) Do you hear the quiet sound in "seashell?"

Mr. Sound Box brought several shells for you to see. (Pass a small box containing a variety of shells. This will provide an opportunity for the children to tell of seashells they have found.)

Watch my mouth as I make the quiet sound. Will someone get the mirrors from Mr. Sound Box? Look at your mouths in the mirrors. Do your lips look like mine when you say /ʃ/? What are your teeth doing?

(Ask the children who passed out the mirrors to return them to Mr. Sound Box and to pass out the Listening Ears.)

We are going to play a listening game. I am going to make several wishes. If I wish for something having the quiet sound in it, put your finger over your lips and say "sh." If the quiet sound is not in the word, then shake your head no. (Using the carrier phrase "I wish I had a/an ..."

name the following items.)

<table>
<thead>
<tr>
<th>ship</th>
<th>mashed potato</th>
<th>salad</th>
<th>thread</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
<td>shingle</td>
<td>whistle</td>
<td>thistle</td>
</tr>
<tr>
<td>shack</td>
<td>shoe</td>
<td>stop sign</td>
<td>bathtub</td>
</tr>
<tr>
<td>machine</td>
<td>sugar</td>
<td>sailboat</td>
<td>thimble</td>
</tr>
<tr>
<td>washer</td>
<td>shutter</td>
<td>sucker</td>
<td>arithmetic book</td>
</tr>
<tr>
<td>fish</td>
<td>fishing pole</td>
<td>pencil</td>
<td>toothpick</td>
</tr>
<tr>
<td>flashlight</td>
<td>sheep</td>
<td>necklace</td>
<td>birthday cake</td>
</tr>
<tr>
<td>bushel basket</td>
<td>shadow</td>
<td>slipper</td>
<td>throne</td>
</tr>
</tbody>
</table>

Did you remember to bring your things for Show and Tell? Which one of those words has our quiet sound? When it is your turn to show what you brought, please say "I am going to show you my ...." (When everyone who brought something has shown it to the class, have those who forgot tell what "I was going to show you....")
You shared some very interesting things.

Remember to return your Listening Ears to Mr. Sound Box.
VI. /ɔ/

Mr. Sound Box has another sound for you today. I am going to tell you how he makes this sound. I want you to do what I say, and you tell me what sound you find yourselves making. Mr. Sound Box opens his mouth just a little and puts his tongue tip between his teeth. Then he blows very lightly. What sound are you making? (/ɔ/)

Let's pretend to put on thinking caps and think of things that have our new sound, /ɔ/. (If the children have trouble naming things, ask questions which will suggest thumb, thimble, thistle, teeth, toothbrush.)

I think it is time to cut on the Listening Ears. Will three of you please pass them out?

/ɔ/ is the sound a rabbit makes when she thumps her foot. Mr. Sound Box invited a rabbit to be here with you today. Her name is Thelma Thumper, and she is going to help me play a listening game with you. I am going to say some words. If you hear /ɔ/ in a word, you thump your right foot. If there is no /ɔ/, do not make a sound. Thelma will count the words having our new sound. (Use the following words plus any other /ɔ/, /t/, or /f/ words. Address the class as a group with a few words; then give a word to each child.)

<table>
<thead>
<tr>
<th>thought</th>
<th>file</th>
<th>toe</th>
</tr>
</thead>
<tbody>
<tr>
<td>thumb</td>
<td>foot</td>
<td>potato</td>
</tr>
<tr>
<td>thigh</td>
<td>fox</td>
<td>ten</td>
</tr>
<tr>
<td>throw</td>
<td>fun</td>
<td>two</td>
</tr>
<tr>
<td>tooth</td>
<td>five</td>
<td>table</td>
</tr>
<tr>
<td>with</td>
<td>puff</td>
<td>cutt</td>
</tr>
<tr>
<td>thud</td>
<td>for</td>
<td>tube</td>
</tr>
<tr>
<td>bath</td>
<td>tie</td>
<td>tug</td>
</tr>
<tr>
<td>both</td>
<td>tail</td>
<td>time</td>
</tr>
</tbody>
</table>

What would you say if I were to give you a piece of candy? (Thank you)

Be sure your Listening Ears are still on. I am going to read a story about a little boy who always said thank you. (Read Thank You, You're Welcome)
by Louis Slohodkin.)

Can each of you name one thing for which you are thankful? Start
by saying "I am thankful for...."

I have something for each of you, so after you put your Listening Ears
away come see me. (Hand each child a sucker. Hopefully everyone will
remember to say "thank you.")
VII. /l/

Mr. Sound Box is back with another friend today. This friend lives in the jungle, or in a zoo, or at a circus. He is big; he roars, and people call him the king of the beasts. Who knows who he is? That's right, a lion. Has anyone ever seen a lion? Where? What other animals did you see at the zoo? Which one did you like most? Have you ever gone to the circus? What animals did you see there? (Take a few minutes to let the children talk about their experiences at the zoo and/or circus.)

Our sound for today is /lA/ as in lion, and I have a story about a boy named Andy who thought about lions all the time. Put on your Listening Ears and listen to Andy’s story. (Read Andy and the Lion by James Daugherty.)

Do you think all those things really happened to Andy? What might have happened? (A dream)

When I say /lA/, the tip of my tongue starts right behind my front teeth on that ridge and comes down as I say /A/. My motor runs so you can hear my voice. Will two people help me pass out the mirrors? You should be able to see your tongue move up and down behind your teeth when you say /lA/.

Think of all of the animals you know whose names begin with /lA/. (leopard, lizard, lamb) What other words begin with our sound? (Help the list by suggesting objects in the room and names.)

We are going to play a listening game to see if you can pick out our sound. I am going to say some funny words like do, ti, la, and so. When you hear a word with our sound in it, you stand up. Then sit down until you hear it again. (If time allows, play this game until everyone
is responding consistently.)

Do you know how to play misused chairs? We are going to play a game very much like that. Instead of regular words, though, I am going to sing the funny words. (Demonstrate by singing the following syllables to the tune of "Mary had a Little Lamb."

Fa pa-pa pa pa-pa-pa
De-de-de, ko-ko-ko
Ra ra-ra ra ra-ra-ra
Lu-lu-lu-lu-lu-lu

When I sing our sound, you stop and sit down. If you do not have a chair, you are out of the game.

Will two of you please set up number chairs? (Chairs may be set in two rows back to back or in a circle with the seats facing outward. There should be one less chair than there are children. Play until only one is left.)

(Bring the children back into a group.) Sit down and think of the place you would like most to go if you could go anywhere in the world. Then you can take turns telling the class where you would go and why. Start by saying "I would like to go...."

Today you listened very well. Put away your Listening Ears so you can find them the next time Mr. Sound Box comes to bring us another sound.
VIII. /ʃ/ 

Mr. Sound Box took a ride on a train named Choo Choo Charlie the other day, and he was so pleased by the song that Choo Choo Charlie sang that he wanted to share it with you. So he brought Choo Choo Charlie with him today. Ch-ch-ch-ch, ch-ch-ch-ch; that is the song Charlie sang, and that is the sound we are going to talk about today.

Will someone help hand out the mirrors? Watch your lips and teeth when you say /ʃ/. What do you see?

What are some things you can name that have /ʃ/ in them? (chalk, cheese, children, witch, watch) Does anyone's first or last name have the train sound in it?

Who will take up the mirrors and hand out the Listening Ears? I would like to teach you a poem about our friend the train. Listen while I say it; then you can join in when I hold up my finger. (Teach the poem "The Train" by Conrad Vedberg as reproduced in The Child Speaks by Margaret C. Byrne. The children can join in on the even numbered lines and may be able to say the entire poem after a few trials.)

Do you know what a train says besides ch-ch-ch-ch? (If no one suggests a sound explain that a train sometimes says toot toot.)

We are going to play a listening-and-saying game. (Ask for three volunteers to be the train. Have the others take positions around the room as stations. Whisper a word to each "station." Some words should have /ʃ/ and some should contain /s/, /t/, or /ʃ/. A list of suggested words follows. The train will stop at each "station." If the child says a word having /ʃ/ the train will say "ch-ch-ch-ch" as it moves quickly to the next child. If the word does not contain /ʃ/ the train will say "toot toot" as it moves slowly on.)
Let's play a guessing game. You will probably know most of the answers. (If one-word answers are given repeat the answers in sentence form.)

1. What do you not play with because they cause fires? (matches)
2. What lives on a farm and lays eggs? (chicken)
3. Who is teacher's name? (teacher)
4. What does a train say? (ch-ch-ch-ch)
5. What kind of fruit grows on a cherry tree? (cherries)
6. What would you use to walk if you had a broken leg? (crutches)
7. What does one wear on his arm to tell time? (watch)

Do you remember all of the sounds we have learned? Franky Fish brought our first one. Who can name it? (/ʃ/)

The second one was part of Mr. Sound Box's name. What was it? (/s/)

Who remembers the fire truck sound? (/r/)

Who can say the quiet sound? (/ʃ/)  

How did Thelma thump her foot? (/ð/)  

What sound did Andy and his friend bring? (/l/)  

There is one more; the one we met today. It chugged in along with Choo Choo Charlie. What was it? (/tʃ/)  

Mr. Sound Box has a Choo Choo Charlie for each of you to take home, and on Charlie are pictures to remind you of all the sounds we talked about.
Bibliography


Stoddard, Clara B. *Sounds for Little Folks.* Massachusetts: Expression Company, 1940.

Further References

Children's magazines contain a wealth of stories and activities which could be used with a program of this type. Many of the activities could be used by the classroom teacher following a unit presentation. This writer recommends such usage of materials. If the sound about which a child learns can be applied to something he does he will be more likely to remember and use it. *Children's Activities* and *Jack and Jill* contain tremendous suggestions for materials. Many ideas can also be found in *Highlights for Children*.

Children's story books are often excellent sources of sound stories. Dr. Seuss books are very good for this purpose. Many of the long-time favorites are also quite adaptable for use as sound stories, and the clinician may enjoy them as much as the children do.