

Speak, Read, & Spell



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Table of Contents

Program Overview	1
Measuring and Tracking Progress.....	4
Book 1: Articulation	4
Articulation	4
Illustrated Stories.....	6
Program Delivery	6
Book 2: Language.....	6
English Language Arts General Learning Outcomes	7
Book 3: Literacy	7
Book 4: Accent Modification	7
Consonants.....	9
b.....	11
ch or /tʃ/.....	33
d.....	55
f.....	77
g.....	99
h.....	121
j or /dʒ/.....	135
k.....	157
l.....	181
m.....	203
n.....	225
ng or /ŋ/.....	247
p.....	261
r.....	283
s.....	305
sh or /ʃ/.....	327
t.....	349
th or /θ/.....	371
th or /ð/.....	393
v.....	411
w.....	433
y or /j/.....	447
z.....	461
References.....	483
Appendix A: “I am only human” Moments	485

Program Overview

Speak, Read, and Spell (SRS) is

- an e-learning platform developed by a speech language pathologist (SLP) to assist SLPs and educators in achieving students' speech, language and literacy milestones.
- a comprehensive program, addressing **articulation** and **phonemic awareness**, **literacy**, and **language development**. **Grammar**, **pragmatics**, **sequencing**, and **vocabulary** development are four areas of language that SRS targets. It can be expanded for adult intervention to provide **Accent Modification** or to support **English as an Additional Language** (EAL) instruction. The program is therefore divided into four sections: **Articulation**, **Language**, **Literacy**, and **Accent Modification**.
- a series of workbooks, for use *in situ*, side by side with the learner.
- accessible to learners and instructors in practically any setting.

Although the program may appear somewhat clinical in nature, educators wanting to support speech, language and literacy skills can easily adapt the material for classroom use.

Note: In reference to the **Articulation book**, SLP assistance is **mandatory** to carry out the program to ensure proper sound elicitation technique.

SLPs and educators are encouraged to work together closely in planning, delivering and evaluating the program for the individual student as some content may be too clinical in nature. *Stimulating the Sound* pages as well as the *Obtaining Formal/Informal Language Measures* are examples of clinical content.

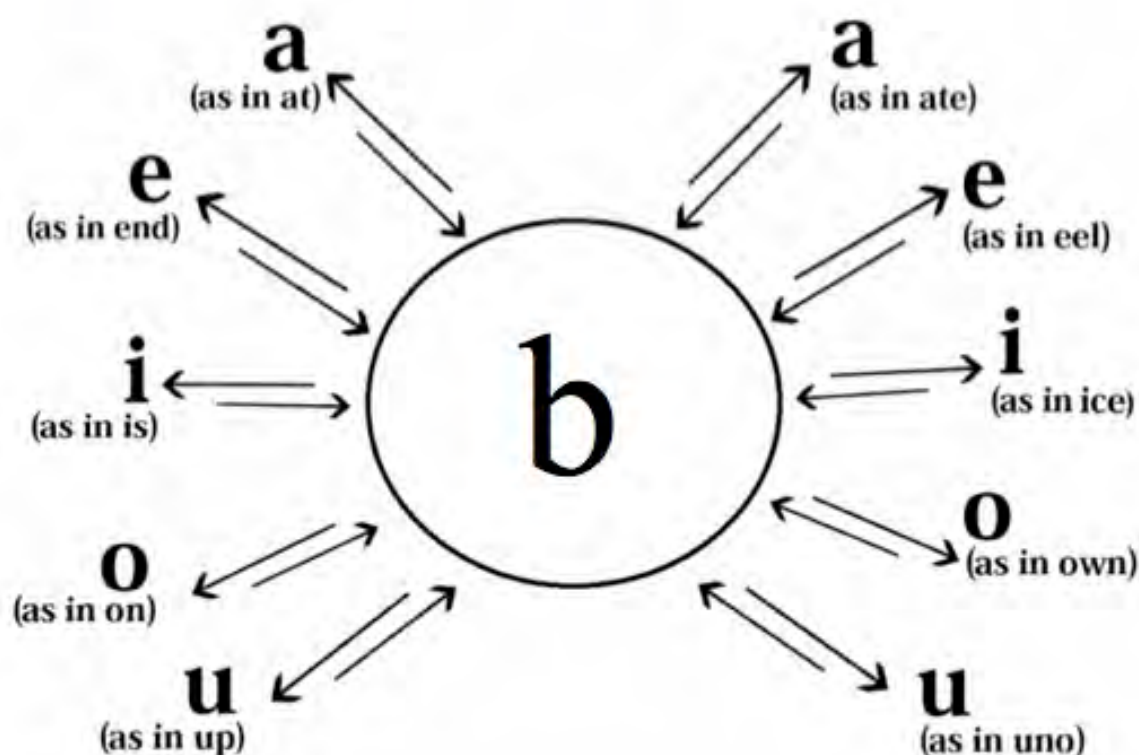
Consonants

The following pages contain 24 sound activities that follow a natural progression toward producing the sound in conversation. Each sound contains the following activities:

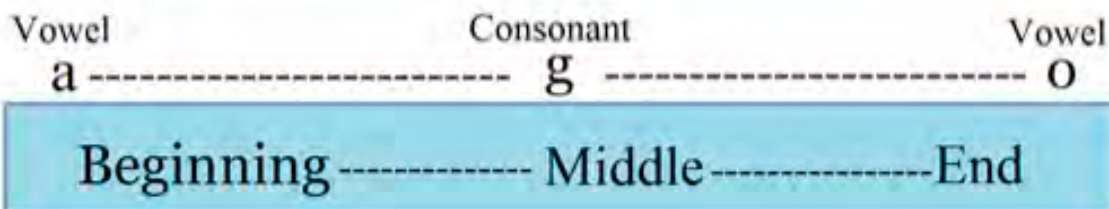
- The **Stimulating the Sound** diagram will help determine student readiness to produce the 20 different vowel-consonant combinations.
- **Articulation Cards** can be laminated and cut into 2-sided flash cards to target the sound at the word level. (Note: These cards are also used to teach pre-literacy skills through pairing of sound with printed letter.)
- **Sound Libraries** target the sound at the word, phrase, and sentence level, while highlighting grammar.
- **Illustrated Stories** tell of life lessons while using target words contained within the articulation cards, thus allowing the student the opportunity to practice the target sound within a story.

b Stimulating the Sound

Clinical note: Use the following diagram to determine whether the student can be stimulated to produce the target sound within various vowel combinations. For example, if 'g' is your target sound, then model "ag", "ga", "aga", "eg", "edi", "go", etc. to see if the student can repeat your model. Confirm the student can produce the target sound in all consonant/vowel combinations. This is the first step toward producing the target sound within a word.



Below is an example of how the word 'ago' is produced by combining consonant and vowel sounds. The /g/ is in the middle of the word.



b Initial

Articulation Cards

b at

bat

b all

ball

b ag

bag

b ead

bead

b ird

bird

b ath

bath

b elt

belt

b ell

bell

b ee

bee

b Initial

Articulation Cards

**bag****ball****bat****bath****bird****bead****bee****bell****belt**

b Initial

Articulation Cards

B obby Bobby	b oat boat	b ib bib
b oot boot	b ook book	b one bone
b ug bug	b room broom	b owl bowl

b Final

Articulation Cards

swa b swab	cornco b corncob	b ib bib
cu b cub	cri b crib	cra b crab
earlo be earlobe	door kno b doorknob	cu be cube

b Final

Articulation Cards

**bib****corncob****swab****crab****crib****cub****cube****doorknob****earlobe**

b Final

Articulation Cards

bul b bulb	gra b grab	glo be globe
so b sob	scru b scrub	ro be robe
taxi ca b taxi cab	ta b tab	su b sub

b Final

Articulation Cards



globe



grab



bulb



robe



scrub



sob



sub



tab



taxi cab

b Medial

Articulation Cards

				
baseball	basketball	Bobby	bubbles	cabbage

				
cabin	cheeseburger	cobweb	cowboy hat	cymbals

				
elbow	garbage	ladybug	marbles	rabbit

				
ribbit	ribbon	robot	scrubbing	table

b Initial

Sound Library

Watch for **nouns**, **regular verbs**, **past tense irregular verbs**, **past tense regular verbs**, **adjectives**, **adverbs**, **prepositions**, **pronouns**, **possessive pronouns**, and **articles**.

 bag a paper bag She used a paper bag for lunch.	 ball the green ball He played with the green ball.	 bat the bat The bat slept in the cave.	 bath a bubble bath She drew a bubble bath.
 bee a small bee He captured a small bee.	 bird the pink bird The pink bird was injured.	 bell the golden bell She rang the golden bell.	 belt the belt The belt was brown.
 boat board the boat She wanted to board the boat.	 bone a dog bone Sparky wanted a dog bone.	 book a good book He bought a good book.	 boots leather boots He wore leather boots.

Bobby Burps

sound: b

example: bag



b



It was Bobby's first day of school. He began the day by eating a bowl of banana crunch cereal and drinking a big glass of juice. Bobby's dad was packing his lunch bag while reminding him to have good manners, listen to the teacher, and stay out of trouble.

Before he could finish speaking, Bobby let out a big burp, then laughed hysterically. Bobby's dad said, "And remember good table manners. Chew with your mouth closed, wipe your mouth, and say 'excuse me' instead of laughing if you burp." Bobby nodded then left for school.



At lunchtime, **Bobby** sat at the table and unpacked his lunch bag. He had a cheeseburger with bacon. He sat with **Beth**, **Billy**, **Bianca** and **Ben**.



Bobby was nearly finished his cheeseburger when he let out two big burps. He thought it was hilarious and laughed loudly.

Bobby's friends were waiting for him to say "Excuse me," but Bobby did not. Bobby's friends were offended and decided to leave the table.

Bobby could not believe he had forgotten to say "Excuse me."



The next day at lunch, Bobby went to Beth, Billy, Bianca and Ben's table and asked if he could sit with them. They said, "Yes, as long as you remember good table manners."

Bobby agreed, and ate his cabbage soup while they chatted. After Bobby's last spoonful, he let out three big burps. All his friends stopped and looked at him.

Bobby smiled and quickly said, "Excuse me!" Bobby's friends then gave him high-fives for remembering to say 'excuse me' after burping.

Appendix A: "I am only human" Moments

The consonant stories are grouped by social topic. Social stories are stories that convey information to help the student understand the expectations of a situation. Some of the stories give a social message to adults as well. Therefore, the term *social stories* is not used, but instead 'I am only human' moments.

Responsibility: doing chores, being on time, keeping a promise, being open-minded

Cody Goes on a Road Trip	72
Megan Goes to the Playground	116
Harry the Happy Hippo Goes on Holiday	129
Don't Forget the Cake	174
Josh Visits Chute Lake	344

Conversations: good eye contact, understanding sarcasm, not interrupting

King Irving's Eyes	255
Ray's Conversation	300
Sammy Uses Sarcasm.....	322

Emotions: feeling jealous, dealing with teasing, reacting to new experience, self- acceptance

Frankie Funk Goes to California	94
Wally the Whale	441

Eating: trying different foods, table manners

Bobby Burps	28
Nancy's New Cellphone	242
Yucky Yams.....	455

Getting Along: sharing, helping others, not excluding others

Jordan Jogs to the Bridge	152
Petey and Pablo.....	278
Moving Day	428

In School: lining up, asking for help, working independently, and more

Archie's Fieldtrip to the Ostrich Farm.....	50
Lisa and Lucy.....	198
Zack Goes to the Zoo	478

Appendix A: "I am only human" Moments

Role-Playing: joining a group, substitute teacher, having a party, time management

Time for a Break 366

Self-Control: using an appropriate tone of voice, complying to the rules, waiting for a turn,
using your own words

My Brother 406

Solving Problems: friend moving away, food allergies, lost money, making the best of the
situation

Thanksgiving Weekend..... 388

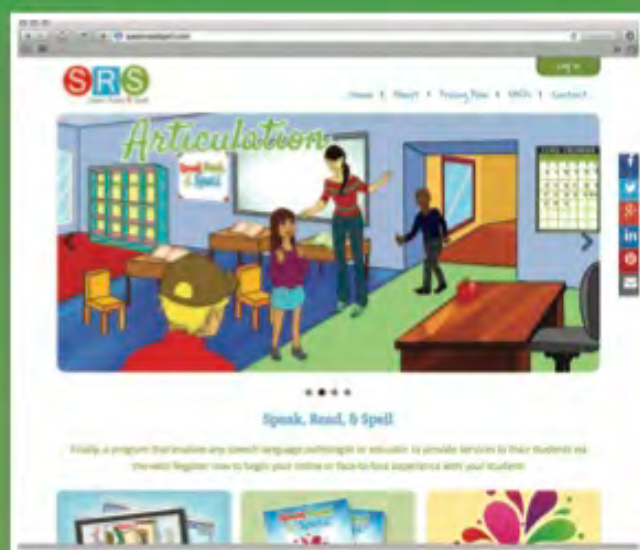


Luella Jonk was born in Manitoba, Canada, to a Dutch father and Canadian mother. She always had a passion to learn and study communication. She earned her Masters in Communication Sciences and Disorders from Missouri State University in 1995. After building a successful private practice in Speech Language Pathology, she returned back to the University of Manitoba in 2005 where she obtained an Interdisciplinary PhD in the fields of Education, Linguistics, Psychology and Nursing. She self-published her dissertation on the topic of First Nation language acquisition, before creating the Speak, Read, & Spell educational and treatment resources for teachers and speech language pathologists.

Speak, Read & Spell is an e-learning platform that enables speech language pathologists and educators to provide their services to students in a web-based learning environment.

Screen-sharing and streamline video capabilities expand the educator's toolset, thereby enhancing the students' learning experience.

Speak, Read, & Spell has numerous online games, stories, and therapy tools, providing educators with multiple teaching resources. Easy-to-use scheduling, filing, billing, and report tools simplify day-to-day practice management so that more time can be spent working with students and less time on paperwork and preparation.



Speak, Read, & Spell makes it easy for teachers to augment their students' speech and language goals with in-class or homework assignments. Easy-to-use personalized lesson plans and visual feedback keep students motivated as they progress through their assignments and exercises.

Whether your students' goals are speech, literacy, or language enhancement, **SRS** will become the method by which you give them the motivation to practice and succeed.



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