Improve Speech Intelligibility and Establish Literacy Skills Simultaneously!

Keli Richmond, M.S., CCC-SLP
Website: www.LiteracySpeaks.com
Email: Read@LiteracySpeaks.com
Phone: 260-420-READ (7323)

The presenter is the author of the Literacy Speaks!® program. The Literacy Speaks!® program may be displayed at this event by Northern Speech Services; the presenter will benefit financially from the sale of Literacy Speaks!®.

Traditional Articulation Therapy

1. Target Sound in Isolation “f”
2. Target Sound in Syllables “fe, fo, fi, fo, fu”
3. Target Sound in Words
   Initial Position: “fish”
   Final Position: “leaf”
4. Target Sound in Phrases “My fish”
5. Target Sound in Sentences “I see a fish”
6. Target Sound in Conversational Speech “I see a farm. There is a leaf on the roof.”

Orthographic Approaches

- Improve speech intelligibility
- Provide a literacy foundation
- Develop phonemic awareness

Speech Disorders & Reading Delays

Studies have shown that children with speech disorders typically develop reading and spelling delays (Catts et al., 2001; Gillon, 2002; Lewis, Freebairn, & Taylor, 2000).

If children do not receive early intervention, they are likely to be unsuccessful throughout their school experience (Carter, 1984; Juel, 1988; Foster, W. A. & Miller, M., 2007).

Speech Disorders & Reading Delays

“50 percent of adults cannot read a book written at an eighth grade level.”

“Between 46 and 51 percent of American adults have an income well below the individual threshold poverty level because of their inability to read.” (National Institute for Literacy, National Center for Adult Literacy, 2007)

Investments in early literacy development programs are more beneficial and supportive of long-term academic skills than remediation programs. Reading remediation programs are costly and time consuming (Commission on Reading, National Academy of Education, 1985).
Orthographic Processor
Recognizes and processes print

"Note that the Orthographic processor is still the only one to receive information directly from the printed page, reflecting the fact that reading depends first and foremost on visual processing"
~M. Adams, 1990

* The Orthographic processor is the first and only processor that "activates" the reading system!

Phonological Processor
Identifies speech sounds; then, codes sounds to visually recognized print

"The Phonological processor cannot usefully learn letter sounds until the Orthographic processor has learned to discriminate the individual letters with which they must be linked." ~M. Adams, 1990

Phonological processor and Orthographic processor must communicate to correctly decode printed words!

Meaning Processor
Retrieves possible meanings for a word from the lexicon*
(flying bat vs. baseball bat)

Context Processor
Determines appropriate meaning of words

If a word does not make sense in a sentence, the word will be sent back to be processed again
~M. Adams, 1990

* vocabulary

"The greater time and effort that a reader must invest in each individual word, the slimmer the likelihood that the preceding words of the phrase will be remembered when it is time to put them together"
~M. Adams, 1990

Meaning Processor and Context Processor
Retrieve the correct words from the lexicon for written language tasks
~M. Adams, 1990

Phonological Processor and Orthographic Processor
Apply sound structure to print knowledge for written spelling tasks
~M. Adams, 1990
Functional magnetic resonance imaging (fMRI) allows neural pathway mapping during active reading activities. Skilled readers activate the back portion of the brain to "decode" incoming orthographic/phonological information. The front portion of the brain (Broca's & Wernicke's areas) is then activated for comprehension.

Reading and the Brain

Reading and the Brain
Continued

fMRI found that children and adults with reading impairments have decreased activation in the back portion of the brain (the orthographic/phonological area responsible for decoding words).

"Consequently, they have initial trouble analyzing words and transforming letters into sounds, and even as they mature, they remain slow and not fluent readers." ~S. Shaywitz, 2003

Reading and the Brain
Continued

The latest imaging studies continue to probe deep into the brain to better understand reading difficulties. Tantalizing new data suggest that we are on the verge of being able to tease apart different groups of poor readers. For example, imaging studies of our longitudinal sample are providing clues that there may be two major groups of poor readers. One, the classic dyslexic, is born with a glitch in his posterior reading systems. This group has higher verbal abilities and is able to compensate somewhat—improving in accuracy but remaining slow readers. The second group seems to have developed into poor readers mainly, we speculate, as a result of experience. It may be the result of a combination of poor reading instruction in school and a disadvantaged language environment at home. In this group the wiring for the posterior reading system may have been laid down early on but never activated appropriately; the system is there, but it is not functioning properly. Without effective intervention, individuals in this group remain poor readers, reading both inaccurately and slowly." ~S. Shaywitz 2003

Traditional Approaches vs. Orthographic Approaches

"Traditional speech and language intervention was effective in improving the children’s speech production, but had little effect on developing phonemic awareness skills or reading development. Harbers, Paden, and Halle (1999) also observed that significant improvements in the production of a targeted phoneme for preschool children with phonological impairment did not result in improvements in a child’s ability to detect the targeted sound in a phoneme." ~Gillon, 2000

Traditional Approaches vs. Orthographic Approaches

"Explicit phoneme awareness and knowledge of grapheme-phoneme relationships may assist children in establishing accurate phonological representations. For example, becoming consciously aware of the number and order of phonemes in a word, and having access to the orthographic cues from the word, may help children realize the breakdown in their communication attempt and provide cues to repair their attempt." ~Gillon, 2000

Orthographic Instruction: The Missing Link

Orthographic Instruction
Orthographic Instruction targets sound errors by utilizing printed activities to introduce children to sound-letter correlations and essential sight words
Orthographic Instruction: The Missing Link

“Studies suggest, with impressive consistency, that programs including systematic instruction on letter-to-sound correspondences lead to higher achievement in both word recognition and spelling at least in early grades and especially for slower or economically disadvantaged students” ~M. Adams, 1990

A well-formed early knowledge of letters and sound correlations has been found to be a strong predictor of later reading success. In fact, sound-letter knowledge has been found to be a better predictor than IQ scores! (Stanovich, Cunningham, and Feeman, 1984)

Children have been found to learn rhymes naturally, while acquisition of printed alphabet, corresponding sounds and phonemic awareness requires specific instruction (Adams, 1990; Moats, 2005)

Orthographic Instruction

Rationale
Orthographic Instruction utilizes print to access the Orthographic processor. Incorporating the Orthographic processor into activities stimulates the entire reading system!

The Orthographic approach offers a functional technique that not only corrects articulation and motor-planning errors, but provides an early literacy foundation that encourages successful development of reading skills!

Orthographic Instruction

Continued

Orthographic Instruction enhances the following literacy skills

- Phonological Awareness
- Print Awareness
- Phoneme Isolation
- Phoneme Identity
- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Blending
- Decoding
- Encoding
- Sight Words
- Silent Letters

Orthographic Instruction

Continued

Phonological Awareness
Orthographic Instruction creates phonological awareness through grapheme-phoneme instruction

Phonological Awareness:
The conscious awareness of the sounds and sound segments of a language (National Institute for Literacy, A Child Becomes a Reader, 2006)

Orthographic Instruction

Continued

Print Awareness
Orthographic Instruction establishes print awareness

Print Awareness: Print awareness is an understanding of how books and print are utilized. Print awareness includes the understanding that books are held right side-up. Pages of books are turned one at a time and the direction of print moves from left to right and top to bottom (National Institute for Literacy, A Child Becomes a Reader, 2006)

Orthographic Instruction

Continued

Phoneme Isolation
Orthographic Instruction creates an awareness of phoneme isolation

Phoneme Isolation: The ability to recognize a single sound in a word (National Institute for Literacy, A Child Becomes a Reader, 2006)

Orthographic Instruction

Continued

Phoneme Identity
Orthographic Instruction introduces phoneme identity

Phoneme Identity: The ability to recognize the same sound in different words (National Institute for Literacy, A Child Becomes a Reader, 2006)

The first sound in the word fan is /f/
The words form and four start with /f/
Orthographic Instruction

Phoneme Categorization
Orthographic Instruction creates an awareness of phoneme categorization

Phoneme Categorization: The ability to recognize a word within a group of words that does not belong (National Institute for Literacy, A Child Becomes a Reader, 2006)

The word *cup* does not belong because it does not begin with the /b/ sound

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Orthographic Instruction

Phoneme Segmentation
Orthographic Instruction introduces sound segmentation

Segmenting: Segmenting is the ability to break a word into sounds (National Institute for Literacy, A Child Becomes a Reader, 2006)

\[ /k/ /æt/ \]

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Orthographic Instruction

Phoneme Blending
Orthographic Instruction introduces sound blending

Blending: Blending is the ability to listen to a sequence of sounds, then form a word from those sounds (National Institute for Literacy, A Child Becomes a Reader, 2006)

\[ /k/ + /æt/ = /kæt/ \]

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Orthographic Instruction

Decoding
Orthographic Instruction prepares children to decode words during reading tasks

Decoding: Decoding is the ability to assign a sound to a printed symbol to read a word (National Institute for Literacy, A Child Becomes a Reader, 2006)

\[ d o g = dog \]

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Orthographic Instruction

Encoding
Orthographic Instruction promotes later spelling skills through grapheme-phoneme instruction

Encoding (spelling): Encoding is the ability to convert segments of spoken sounds into print (National Institute for Literacy, A Child Becomes a Reader, 2006)

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Orthographic Instruction

Sight Words
Orthographic Instruction introduces sight words

Sight Words: Sight words are high-frequency words in printed material that may not be phonemic in nature (a, the, once, two, said, could). Sight words must be memorized to ensure fluency, speed and comprehension during reading tasks (National Institute for Literacy, A Child Becomes a Reader, 2006)

\[ the \quad once \quad a \quad said \]

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Orthographic Instruction

Silent Letters
Orthographic Instruction introduces silent letters

Silent Letters: Some words contain silent letters such as the letter ‘e’. Although the letter may be silent, it may change the sounds of other letters within the word (National Institute for Literacy, A Child Becomes a Reader, 2006)

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Target Sound Selection
Increase system-wide sound improvement by targeting the following sound selection categories

- Consistent Errors
- Later Developing Sounds
- Non-Stimulable Sounds

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Target Sound Selection

**Consistent Errors**
Choose sounds that are not included in the child’s sound repertoire and/or sounds that are consistently in error.

Selection and treatment of sounds consistently in error will result in a broader system-wide improvement (Gierut, 2001; Gierut, Elbert, & Dinnsen, 1987).

**Later Developing Sounds**
Select sounds that are later developing.

“Children who were treated on a later acquired sound evidenced substantial changes in other untreated sounds from different manner classes, whereas those treated on early acquired sounds did not.”
~J. Gierut, 2001

Target Sound Selection

**Non-Stimulable Sounds**
Select sounds that are non-stimulable.

Selection and treatment of non-stimulable sounds generalize to both stimulable and non-stimulable sounds (Gierut, 2001; Gierut, Elbert, & Dinnsen, 1987; Powell, Elbert, & Dinnsen, 1991).

For additional evidence-based approaches visit SLPath.com/BestPractices.html

**Cycles-Based Approach**
A four to six week cycles-based approach is recommended to target selected stimulus sounds.

~Adapted from the traditional cycles-based approach (Hodson & Paden, 1991)

Four to six week cycles allow introduction of various sounds and stimulate system-wide sound improvements. Also, utilizing a four to six week cycle allows for the introduction of orthographic cues.

The child may not master each sound introduced during a cycle. If a sound is not mastered, it may be “recycled” after all sounds have been targeted.

**Orthographic Instruction Progression**

1. Target sound/letter(s) in isolation
2. Target sound/letter(s) in words
   - Segmented Words
   - Blended Words
3. Target letter(s)/sound with picture recognition
4. Target words and sight words in phrases
5. Target words and sight words in sentences
6. Target words in books

Spend the first few minutes of a lesson reading a sound-loaded book!

It is imperative to create a love of books at an early age or children will never appreciate the places print can take them or the knowledge it can give them!

Target Sound in Isolation

Begin by introducing the sound in isolation with the individual printed letter

This method allows the child to become familiar with the letter while learning the sound in isolation and teaches letter-to-sound correlation

‘h’ Buddies

Orthographic Instruction introduces the ‘h’ digraphs (letter pairs representing single sounds) early in a child’s literacy experience. Orthographic cues encourage fluency of the digraphs within the brain.

The Orthographic processor must recognize digraphs such as ‘sh’, ‘th’ and ‘ch’ as one segment.

If these digraphs are coded individually (‘s’ and ‘h’), the message is continually sent back to the Orthographic processor for decoding.

Introduction of ‘h’ sound digraphs early in a child’s literacy experience encourages fluency of ‘h’ digraphs within the brain.

‘h’ Buddies

Continued

Traditionally, students are introduced to ‘h’ digraphs later in literacy experiences. At this point, the individual sounds have been so extensively drilled that digraph recognition becomes very difficult.

No wonder so many children are not recognizing digraphs!

Establishing orthographic digraph comprehension early will enhance reading skills later!

‘h’ Buddies

Continued

Begin by introducing the printed digraph in isolation. This allows the child to become familiar with the orthographic digraph while learning the sound in isolation.

Clinician/Teacher: “This is an ‘s’ (point to the letter ‘s’). Can you show me the ‘s’?”
Child: Points to the letter ‘s’

Clinician/Teacher: “Good! This is his buddy ‘h’ (point to the letter ‘h’). Can you show me the ‘h’?”
Child: Points to the letter ‘h’
Clinician/Teacher: "Great! When 's' is next to his buddy 'h', they make the sound, /sh/.
Can you make the sound /sh/?"

Child: "/sh/"

Clinician/Teacher: "Awesome! You made the /sh/ sound!

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**Orthographic Instruction - Vowels**

(\(a\), \(e\), \(i\), \(o\), \(u\))

Orthographic Instruction - Vowels introduces vowels and vowel digraphs (vowel pairs representing single sounds) early in a child's literacy experience. Orthographic cues encourage fluency of vowel digraphs within the brain.

Orthographic Instruction - Vowels does not dictate which vowel sound (short or long) should be introduced first.Orthographic Instruction complements the introduction of both long and short vowels.

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Vowels are Magic!

After the child has been successful with one vowel sound (short or long), introduce the child to the Magic Hat.

Vowels are magic! Vowels make short sounds and long sounds!

Begin the activity by placing the introduced vowel sound (short or long) into the Magic Hat.

Insert the short vowel strips (representing the "short" vowel sound) into an actual hat or the Magic Hat template. Then, quickly pull each "short" strip out of the hat to review the short vowel sound with the following models.

Clinician/Teacher: "Look, here is the letter 'o'. What sound does the 'o' make?"

Child: "/o/"
Next, place long vowel strips (representing the "long" vowel sound) into the Magic Hat. Slowly begin to pull each "long" vowel strip from the hat while emphasizing the long vowel sound. Cue the child with the following statements.

Clinician/Teacher: "My hat is magic! When you say the word abracadabra, the 'o' will make another sound. Are you ready? Say, abracadabra."

Child: "Abracadabra."

Show off your magic several times with enthusiasm so the child gets excited and is eager to participate in the "sounds of magic".

Clinician/Teacher: "This is the letter 'o' (point to the letter 'o'). Can you show me the 'o'?"

Child: Points to the letter 'o'.

Clinician/Teacher: "Good! Remember, when vowel buddies stand together, the first buddy says his name and the second buddy is quiet. These buddies make the sound /o/.

Vowel Buddies

Begin by introducing the vowel digraph in isolation with the printed letters. This allows the child to become familiar with the orthographic vowel pair while learning the sound in isolation.

Clinician/Teacher: "You use good manners by being quiet when your buddies are talking! Sometimes vowel buddies stand together in words. The first vowel buddy says his name while the second vowel buddy is quiet. Vowels use good manners! This is the buddy 'a'. Can you show me the buddy 'a'?"

Child: Points to the letter 'a'.

Clinician/Teacher: "Good! Remember, when vowel buddies stand together, the first buddy says his name and the second buddy is quiet. These buddies make the sound /ai/.

Vowel Buddies

For the silent 'e' at the end of words, talk to the child about the location of the vowel buddies.

Clinician/Teacher: "Sometimes vowel buddies have space between them. The space is filled with another consonant letter. Sometimes the vowel buddy 'e' may be at the end of a word. Buddy 'e' is very shy and does not talk when he is at the end of a word. If you see a vowel buddy 'e' at the end of a word, the first vowel says its name. Can you show me the letter 'e'?"

Child: Points to the letter 'e'.

Clinician/Teacher: "Can you show me the letter 'e'? What sound does it make?"
First, teach the child to locate the target letter within the printed text.

Next, introduce the segmented word pausing between the target sound and the rest of the word.

Once productions of the segmented word are mastered, introduce the blended word.

**Target Sound in Words**

Once the child is able to produce the word with orthographic cues, a picture representing the word is introduced.

This gesture ensures that the child's orthographic knowledge and "phonological conception" coincide.
Introduce sight words to establish the use of target words in phrases.

Point to the words as you give a model.

This activity exposes children to essential sight words.

Children learn that the composition of letters in words never changes.

Target Word in Phrases

my + duck

want + shampoo
Continue to use sight words for production of target words in sentences.

Remember, it is critical to point to each word as you offer a model.

Target Word in Sentences

I see a duck!

This is shampoo.

She has a goat?

Target Word in Books

Stimulus books containing sound targeted words and essential sight words may be used during therapy/classroom activities and for homework activities.

Reproducible coloring books containing a very simple story are effective and efficient.

Sound targeted books that repeat sight words promote fluent speech and reading skills.
Children love to read books about familiar words! Make a book focusing on the target letter/sound!

Additional Considerations
~Childhood Apraxia of Speech~

Verbal Apraxia: Impairment in the ability to execute the oral movements necessary to produce isolated phonemes or to combine oral movements at a basic level. ~Kaufman Speech Praxis Test

Severe Verbal Dyspraxia: Impairment of the ability to maintain the synthesis or sequencing of phonemes and syllables in a simple context within a length of utterance of three or more words. Excessive deletions or replacements occur. Consonant repertoire is limited usually to the simple consonants. Length or complexity disintegrates the system. ~Kaufman Speech Praxis Test

1. Utilize a Childhood Apraxia of Speech Program
2. Introduce Orthographic Instruction (Early Developing Sounds) Utilizing a "Cycles-Based Approach"
Letter Activities

• Trace a Letter
• Go on a Letter Hunt
• Read A Book
• Be Creative!!

Sound-Letter Correlation Activities
Target Sound in Isolation

Once the sound has been established, introduce the home and classroom activities to strengthen knowledge of the newly presented letter and sound.

Sound-Letter Correlation Activities
Target Sound in Isolation

Trace a Letter with Me!!

Tracing target letters helps a child become familiar with the shape of a letter while learning the sound the letter makes.
Tracing the target letter is not a writing task. This activity encourages sensory-motor learning.
Use crayons, paint, glue and glitter or even fingers to trace letters.

Sound-Letter Correlation Activities
Target Sound in Isolation

Let’s Go on a Letter Hunt!!

Letters are EVERYWHERE!!
They are in the grocery store!
They are at the zoo!
They are in the classroom!
They are even in our kitchens!

Go on a letter hunt!
Find the target letter and make the sound together!

Sound-Letter Correlation Activities
Target Sound in Isolation

Letters in the Classroom
~Systematic Approaches~

• Letter of the Week
• Letter Themes

• Walk the Letter!
• Trace the Letter!
• Feel the Letter!
• Be the Letter!
"Explicit approaches to emergent literacy intervention operate from the perspective that at-risk children, including those with significant oral language problems, require repeated, systematic, and deliberately scaffolded exposures to those difficult-to-acquire concepts and skills. These repeated learning opportunities are used to encourage children’s timely development of new skills and knowledge, while at the same time facilitate children’s use of previously acquired skills in developmental sequences.” ~Justice & Kaderavek, 2004

"Explicit intervention was found to be more effective and efficient for advancing widespread change (i.e., affecting all of the performance indicators studied) relative to literature-based activities in which literacy goals were less explicitly addressed.” ~ Justice et al., 2003

**Letter of the Week Activity**

(Examples)

**Tt**

Time

for

tea

and

triangle

triscuits!

**Letter Themes**

- Seasons: spring, summer, fall, winter
- Seasonal: flowers, gardens, water, leaves, apples, snow
- Holidays: Valentine’s Day, Halloween, Christmas
- Just for Fun: beach, camping, farm

**Classroom Letter of the Week Schedule**

Week 1………Mm
Week 2………Pp
Week 3………Tt
Week 4………Ff
Week 5………Aa
Week 6………Hh
Week 7………Nn
Week 8………Bb
Week 9………Cc & Kk

Week 10………Ss
Week 11………Ee
Week 12………Vv
Week 13………Dd
Week 14………Ww
Week 15………Sh
Week 16………Oo
Week 17………Gg
Week 18………Ii
Week 19………Xx
Week 20………Ll
Week 21………Qt
Week 22………Zz
Week 23………Th
Week 24………Rr
Week 25………Yy
Week 26………Jj
Week 27………Uu
Week 28………Ch

**Letter Themes**

(Examples)

**Silly Snow**

- sack
- snack
- snowman
- stocking
- sun
- Santa
- seven
- silly
- six
Let’s Go Camping

Letter Themes
(Examples)

- camp
- cap
- cabin
- climb
- campfire
- cook
- can
- catfish
- canteen
- cargo
- caterpillar
- carp

Orthographic Instruction
Resources

- Websites
- Books
- Movies
- Music
- Food
- Educational Toys

Additional Resources
Available at www.Amazon.com

Literacy Websites

- www.LiteracySpeaks.com/Kids.html
- www.ReadingResource.net
- www.HummingBirdEd.com
- www.ReadingRockets.com
- www.StoryPlace.org/Preschool/Other.asp

Classroom Literacy Resources

- www.Amazon.com
- www.TheEducationCenter.com

Classroom Literacy Resources
Music CDs & Activity Booklets

- www.JackHartmann.com
- www.ExpressTrain.org
- www.MusicPathways.net
Classroom Literacy Resources

Literacy for the Love of It!

Create an Early Love of Literacy!

• Library Suggestions
• Book Choices
• Read a Book

Library Suggestions
• Create a library
• Utilize your local library for resources

Book Choices
• Use sound-loaded books
• Find books with print in the pictures or repeated words

“Five little monkeys jumping on the bed. One fell off and bumped his head! Momma called the doctor and the doctor said: No more monkeys jumping on the bed!”

Literacy for the Love of It!

Create an Early Love of Literacy!

Read a Book!!

Read with enthusiasm!
Change the volume of your voice!
Change the speed of your voice!
Use silly voices!!!

Successful Reading Predictors

“The best predictor of students’ year-end reading achievement was their entering ability to recognize and name uppercase and lowercase letters.”
~ M. Adams, 1990

“The next best predictors were the students’ scores on an auditory phoneme discrimination task and a general intelligence test. Again, the fundamental value of letter and sound knowledge is suggested.”
~ M. Adams, 1990

Highlights

Traditional Approaches
• Reading Delays
• Delayed progress with involved sound errors and motor-planning speech disorders

Orthographic Approaches
• Improve speech intelligibility
• Provide a literacy foundation
• Develop phonemic awareness
Questions

References


References Continued


References Continued


Orthographic Instruction

Keli Richmond, M.S., CCC-SLP

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E-mail: Read@LiteracySpeaks.com

Phone: 260-420-READ (7323)

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Questions

Thanks For Coming!

References


References Continued


References

Initial b
Chugga-Chugga Choo Choo
Lewis, K.

Initial c/k
Chicka Chick
Ehlert, L.

Initial d
Boom Chicka Rock
Tanner-Orthwood, S.

Initial e
Just Me and Grandma
Mayer, M.

Initial f
Ike, Ikey, Chicken Pie
MacKenzie, G.

Initial g
We're Going on a Bear Hunt
Rosen, M. & Donovan, J.

Initial h
How Do Dinosaurs Say Goodnight?
Yolen, J. & Tygasi, A.

Initial i
How Do Dinosaurs Get Well Soon?
Yolen, J. & Tygasi, A.

Initial j
Hand, Hand, Fingers, Thumb
Perkin, A.

Initial k
Five Little Ducks
Guthrie, M.

Initial l
Dabbles are for Catching Fireflies
Ziefert, H.

Initial m
Can't You Sleep, Dotty
Womac, Y.

Initial n
Ten in the Bed
Gebrekristos, J.

Initial o
Five Little Monkeys Jumping on the Bed
Christian, E.

Initial p
Five Little Ladies
Henderson, K.

Initial q
Lee the Lightning Bug
Drechsler, E.

Initial r
Howard B. Wigglebottom Learns to Listen
Bindeo, H.

Initial s
Imagine in Pajamas
Slater, T.

Initial t
Same Same Red Pajama
Dowdrey, A.

Initial u
Two-Tall Paul, Too-Short Paul
Hend, S.

Initial v
Bumble in the Jungle
Andreas, G.

Initial w
Mosque's First Spring
Thompson, L.

Initial x
Five Little Monkeys Jumping on the Bed
Christian, E.

Initial y
The Mouse Who Ate Bananas
Faulkner, K.

Initial z
Who's Your Momma?
Chothani, D.

Final a
Ten in the Den
Butler, J.

Final b
Five Red Barn
Wiseman, M.

Final c
Bubbles, Bubbles
Appelt, K.

Final d
Book, Book, Book
Brown, D.

Final e
The Mouse Who Ate Bananas
Faulkner, K.

Final f
Buzz, Buzz, Busy Bees
Bentley, D.

Final g
Will You Be My Friend?
Taylor, N.

Final h
Who Took the Cookie from the Cookie Jar?
Carter, D.

Final i/c/k
Kiss, Kiss
Wild, M. & Stevens-Woods, N.

Final i/c/k
Love and Kisses
Wilson, S.

Final i/c/k
Cows Can't Fly
Milgrom, D.

Final i/c/k
Five Little Monkeys Sitting in a Tree
Christelow, E.

Initial & Final i/c/k
Five Little Monkeys Bake a Birthday Cake
Christelow, E.

Final i/c/k
Peek-a-Boo
Tanne, Cemarron, M.

Final i/c/k
Book, Book, Book
Brown, D.

Final i/c/k
Chick-Who-Can't-Do-What
MacKenzie, G.

Final i/c/k
Across the Stream
Gibson, M.

Sound-Loaded Books

Initial f
A Fishy Story
Pfeifer, M.

Initial f
The Fort Book
Dr. Seuss

Initial f
I Just Forgot
Mayer, M.

Initial f
Piglet's Paws
Gallaway, R.

Initial f
Poppy in the Snow
Young, J.

Initial f
Biscuit Book Series
Capucilli, A. S.

Initial f
The Big Leaf Pig
Page, J.

Initial f
Ruff! Ruff! Where's Scruff?
Carter, D.

Initial g
Go Away Big Green Monster
Emberly, E.

Initial g
Wheels on the Bus Go Round and Round
Child's Play

Initial g
Biggie, Biggie, Quack
Crewe, D.

Initial g
Love and Kisses
Wilson, S.

Initial g
If You Give a Pig a Pancake
Namensoff, L.

Initial h
Who's Under that Hat?
Carter, D.

Initial h
The Hiccupping Hippo
Zenz, A.

Initial h
The Hiccupping Hippo
Faulkner, K.

Initial h
Can I Have a Hug?
Gibson, D.

Sound-Loaded Books

Initial p
If you Give a Pig a Pancake
Namensoff, L.

Initial p
Poppy in the Snow
Young, J.

Initial p
 Peek in My Pocket
Carter, D.

Initial p
Sheep in a Jeep
Shoe, N.

Initial p
Sheep on a Ship
Shoe, N.

Initial r
Rabbit
Bender & Bender

Initial r
Russell the Sheep
Scortt, R.

Initial r
The Little Mouse, the Red Ripe Strawberry
Wood, A.

Initial r
The Very Hungry Caterpillar
Carle, E.

Initial r
Polar Bear, Polar Bear, What Do You Hear?
Martin, B. & Carle, E.

Initial r
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Initial s
The Hiccupping Hippo
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Can I Have a Hug?
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