

THE
PHONOVISUAL
GAME BOOK



By

MARIE S. BUCKLEY

and

ESTHER B. LAMB

*Donated to the Christian School
by Donna Massey*

The Phonovisual Game Book

by

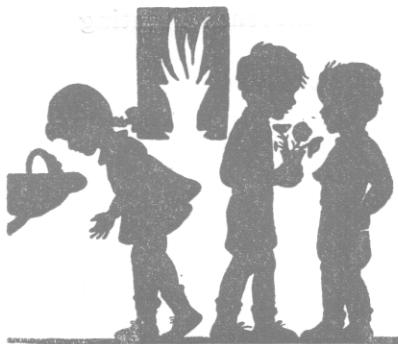
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PHONOVISUAL PRODUCTS, INC.

4803 Wisconsin Avenue, N.W., Washington, D. C. 20016

The Phonovisual Game Book

WALTER H. HAYES
Author of the Phonovisual Game Book
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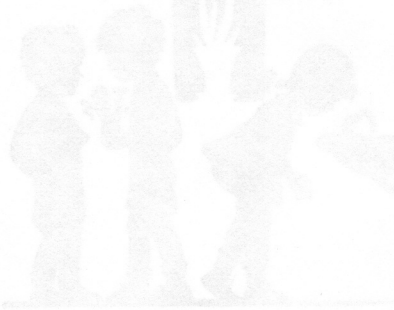
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To the Authors of the Phonovisual Method

LUCILLE D. SCHOOLFIELD

*without whose inspiration these games
would never have been developed*

and

JOSEPHINE B. TIMBERLAKE

without whose help they would not have been published

this little volume is affectionately dedicated.

MARIE S. BUCKLEY
ESTHER B. LAMB

Introduction

The "games" in this little book are merely devices to make the necessary drill more interesting to the children. Since the order of the Phonovisual Charts must be slowly and thoroughly established, consistent daily drill is a "must." With the use of varied devices, the drill becomes a game.

This book is published in response to demands by teachers who have seen these devices used in demonstrations or teacher-training courses at The Primary Day School. The games are very simple. They must be, since the fun must not detract from the purpose of the drill. Consider the ideas presented as samples only, and as a stimulant to your own creative imagination.

At The Primary Day School a great deal of sparkle and fun is added by the use of puppets. In the beginning, the teacher often allows a puppet (not too bright!) to make the "mistakes" instead of making them herself. There is a "Flossie Fluff," a sleepy inept "Dopey," a cheerful but slightly hopeless "Hokey," etc. The children quickly catch the "mistakes" of these poor puppets and are eager to "help" them. In pretending to teach the puppets, they must start at the top of the column in which the mistake was made. In the process (drill plus fun) the children are learning.

Perhaps a few reminders will not be out of place:

1. The Phonovisual Method Book is your "friend" in the same way the children regard the Wall Charts as their friends—always in evidence, to be referred to when in doubt. The games will have more meaning if related to the proper step in the Method Book.
2. Do not be misled by the fact that only the first five consonant sounds are used as examples in the descriptions. The games are applicable to all of the sounds, which the teacher adds as the chart instruction progresses.
3. In using the Wall Charts, cover with newsprint everything except the pictures and/or symbols which the children are being taught or have already mastered.
4. References to the Skill Builders, Flipstrips, and Magnetic Charts will be clarified by reading the instructions enclosed with each of these materials. The use of these devices, and of the flannel-board, is of course optional.

Contents

I. Auditory and Visual Training: Consonant Sounds

Games in Which the Children Identify Consonant Sounds Spoken by the Teacher

- Game 1—Naming the Pictures
- Game 2—Putting the Pictures in the Bag
- Game 3—Arranging the Pictures in Order
- Game 4—Introducing the Sounds
- Game 5—Identifying the Pictures from the Sounds
- Game 6—Matching Pictures and Sounds
- Game 7—New Words that Start with the Same Sounds
- Game 8—Putting Objects in the Right Bag
- Game 9—Arranging Pictures and Sounds in Order
- Game 10—"Picking Flowers"
- Game 11—"Making the Birds Fly"
- Game 12—"Wrapping Packages"
- Game 13—"Balloons"
- Game 14—An Activity Game with Sounds
- Game 15—"Valentines"
- Game 16—"Playing House"

II. Auditory, Visual, and Kinesthetic Training: Consonant Sounds

Games in Which the Children Say and Some in Which They Write the Consonant Sounds

- Game 17—"What Sound Does It Begin With?"
- Game 18—"What Package Are You Wrapping?"
- Game 19—Chart-Making
- Game 20—"Taking a Trip"
- Game 21—"Strong Man Lifting Balls"
- Game 22—"Finding a Playmate"
- Game 23—"Swimming Across the Pool"
- Game 24—"Tight Rope"
- Game 25—"Bees and Honey"
- Game 26—"Pies for the Party"
- Game 27—"Tunnels"
- Game 28—"Treasure Hunt"

- Game 29—"Grab Bag"
- Game 30—"Something that Starts With ——"
- Game 31—A Variety Set of Games
- Game 32—Christmas
- Game 33—Birthday
- Game 34—Menus
- Game 35—"Santa's Pack"

III. Transition from Chart Work to Reading

IV. Auditory, Visual and Kinesthetic Training: Vowel Sounds

The Phonovisual Vowel Song

- Game 36—"Wind-up Toys"
- Game 37—"Teamwork"
- Game 38—"Jet Planes"
- Game 39—"Hurdles"
- Game 40—"Which Vowel Has the Most Checks?"
- Game 41—"The Vowel Piano"
- Game 42—"Careful Postmen"
- Game 43—"The Gold Mine"
- Game 44—Vowel "Children"
- Game 45—Making Words

I. AUDITORY AND VISUAL TRAINING: CONSONANT SOUNDS

Games in Which the Children Identify Consonant Sounds Spoken by the Teacher

Auditory and visual training by the Phonovisual Method begins with Column 1 on the Consonant Chart, the column which gives the initial whispered or "breath" sounds. Each sound is illustrated. The important first step is to familiarize the children thoroughly with the names of the pictures and their positions on the chart. *Game 1* is taken from the Phonovisual Method Book.

Game 1—Naming the Pictures

1. Say: "I am going to play a game with you. Watch and listen." Name the pictures in the first, or "breath," column, pointing to each and having the children listen closely. (Start with only five pictures—see Method Book).

2. Say: "This time I am going to make a mistake.* Listen, and see if you can catch me." Start naming the pictures down the column as before, but make an absurd substitution for one of them, saying, for example, *elephant* instead of *fan*. As soon as the children have "caught" you, go back and begin again, this time making a "mistake" in another place, for example, saying *baby* instead of *top*. Continue the game four or five times, *beginning always* at the top of the column.

Game 2—Putting the Pictures in the Bag

This game has the same purpose as Game 1. It adds variety and gives the children an opportunity to move around.

The consonant chart should be placed within easy reach of the smallest child. The teacher fastens a paper grocery bag to the chalk tray at the base of the blackboard. She says:

1. "Pig. Cup your hands and make believe you are taking the pig off the chart. Put it in the bag."

2. (To another child): "Wheel." Ask him to pretend he is taking the wheel off the chart and putting it in the bag.

3. Continuing down the column, say "Fan, Three, Top," each

*Suggestion: The use of puppets to make a mistake adds much interest to the drill, which is so important in establishing the positions on the chart.

time asking a different child to make believe he is picking up the object and putting it into the bag.

(For kindergarten or slow-learning children it is sometimes preferable to begin this game with objects which the children may actually pick up and put in the bag—a toy pig, small wheel, fan, etc.)

Game 3—Arranging the Pictures in Order

Materials: Large chart-size flannel board.

Flannel-back cards with consonant chart pictures.

Object: To teach positions of pictures on Phonovisual chart.

The flannel-back picture cards for the first 5 sounds are placed on a table in front of the children.

Say: "Who lives on the top floor?" (Pointing to the pig on the wall chart.)

A child answers, "Pig." Child then takes pig flannel-back card from the table and puts it on the flannel board, near the top.

Say: "Who lives on the next floor, under the pig?"

If no one answers immediately, teacher urges children to look at the chart and see. The first child who answers "wheel" picks up the wheel from the table and places it under the pig on the flannel board. After the first five are mastered the game may continue until all the pictures in the first column are in their correct order.

Variation: Matching games are particularly valuable in the Kindergarten. For this reason, it is helpful to have several sets of flannel-back pictures and sounds. After the children have learned the first 3 or 5 pictures, give each child 2 or 3 different pictures. Pretend the children are mailmen. Teacher says: "Who has mail for pig?" The children then bring the flannel-cards and put them in a row beside the picture of pig on the flannel board. Repeat for other pictures, keeping the order of the chart. Tendencies toward reversal are quickly noted. If child puts the card on the board upside down, or sidewise, ask him if he can make it look *just like* the picture of the pig. At end of game, choose various children to bring all of pig's mail to the teacher, etc. Follow the same procedure for the sound symbols after the letters have been introduced.

Older children enjoy this game also.

Game 4—Introducing the Sounds

This game, like Game 1, appears also in the Phonovisual Method Book. It is repeated here because of the importance of sequence.

Say: Now I am going to name the pictures again, but this time after I have said each word, I am going to say just the sound it begins with. I am not going to say the rest of the word. Listen:

“pig p—
“wheel wh—
“fan f—” etc.

Caution: Be sure to say the *sound* of the letter, not its *name*. See Phonovisual Method Book.

Follow the same procedure used in Game 1—that is, make a mistake, but this time make a mistake in the sound, not the word. Let each mistake be absurd and easily recognized.* For example, say

pig p—
wheel wh—
fan f—
three th—

Then say top, but instead of sounding t—, make a noise like a train whistle, or a cat’s mew, or any other obviously incorrect sound.

Repeat, making an absurd noise in a different place each time, instead of the correct breath sound.

Game 5—Identifying the Pictures from the Symbols

Material: Phonovisual Flipstrips

Hold up the letter “p” and ask a child to name the picture on the back of the card.

Hand the child the card when he says “pig” correctly.

Continue with flipstrips of other sounds, following the order of the chart. After all of the pictures have been distributed, call for each in turn and have the children return them.

Variation: Kindergarten children like to play the “Elevator Game.” The teacher stands behind an easel, piano, or chair, and brings up the letter side of a flipstrip slowly, saying, “Who is coming up the elevator now?” Child identifies “p,” for example, saying “pig, p—” and teacher flips card over to show the picture. Follow order of the chart until thoroughly learned, then skip around.

*Suggestion: Puppets, as in Game 1.

Game 6—Matching Pictures and Sounds

Place a flipstrip picture of “pig, p—” (or flannel cards for pig and p—) on the chalk rail.

Teacher has hidden a dozen cards around the room, each lettered p—.

Say: “This is the way pig starts,” pointing to p— on Phonovisual Consonant Chart. “There are lots of cards that say p - that are hiding around the room. Who can find one?” Teacher finds one, holds it up, says: “Here’s one,” and places it beside the pig picture card on the left end of the chalk rail. (Important to work from left to right to prevent reversals.)

As children find cards, say: “You may place the p - beside the first p - on the chalk rail.” (Give *sound* of p -, not the *name* of letter.)

After all of the p - cards have been found and placed across the rail, say: “Here’s the pig (pointing to the picture). Now listen to the way pig begins. This is what the letters are saying: p -, p -, p -, p -, p -, p -, p -, p -,” (saying the sound as she points to each card, going from left to right).

Teacher often says “listen,” getting the children in the habit of listening carefully.

This game may be played with every initial sound on the Phonovisual Consonant Chart. Follow the order of the chart, taking the wh - sound after the p -, and continuing down the column with f -, th -, t -, etc.

Game 7—New Words that Start with the Same Sounds

(See Method Book, Step 8)

Put on a table or desk objects or pictures as pan, pen, picture, peach, pear, penny.

On the same table put an object or picture of a shoe, whistle, or anything else which does not start with p -.

Have a big bag with the symbol p - on it. Ask the children, “Who would like to find something whose first sound is just like pig, p -?” A child goes to the table and puts the correct object in the bag. If he starts to put in shoe or whistle, check with him.

Teacher: “Does this start just the same way that pig starts? Do we say p - whistle?”

Children immediately say no. Then let the child find something that does begin with p - and let him drop it in.

(Be sure to make the *sound* of the letter. Do not call it by *name*.)

Game 8—Putting Objects in the Right Bag

Materials: 3 sacks or 3 boxes, labeled p -, wh - and f -

Teacher names many words that begin with p - and makes believe she is putting them in the p - bag.

Continue with words beginning with wh - and f -

Teacher can also have a group of objects beginning with p -, a group beginning with wh -, and a group beginning with f -. She pronounces the name of each object carefully as it is put in the bag.

The teacher says, "You know that everything that goes in this bag starts this way." (Teacher makes sound of p -.) If a child's name begins with p -, she brings out the fact, and puts a big paper locket with a p - on it on a string around the child's neck.

One of the children with initial "p" takes the bag around. The teacher says: "Who has something to drop in this bag? I will put in a peach."

Children in turn put something in.

This game also is applicable to every initial consonant sound.

Game 9—Arranging Pictures and Symbols in Order

Materials: Flannel board

Pictures and symbols on flannel-back cards

The first 5 pictures and symbols are placed on the chalk rail or table. The children are told to think of an apartment house.

1st Part. Say: "Put the picture of the pig on the top floor." (Child picks up the picture of pig and places it up high on the flannel board.)

Say: "Put p - (the sound) on the same floor."

Say: "Put the picture of wheel on the floor below."

Say: "Who can put wh - on the same floor?"

Follow the order of the chart with the next three symbols. (The game may continue throughout the entire chart after the children have had all the sounds.)

2nd Part. Say: "Who would like to get the pig?"

Say: "Who would like to get the p-?"

Continue until all cards have been collected.

At first, follow the order of the sounds on the chart but after the children know them well, skip around.

Game 10—"Picking Flowers"

Teacher draws on the board pictures of flowers without adding stems. She places a different symbol on each, and says to the class:

"Who would like to put a stem on p—?"

"Who would like to put a stem on wh—?"

"Who would like to put a stem on f—?" (etc.)

Then the teacher says: "Who wants to pick a flower with the p-sound?" (etc.) The children pretend to pick flowers.

Variation: Teacher may have drawings erased one at a time.

Game 11—"Watching the Birds Fly"

Materials: Cardboard

Scissors

Cut birds out of cardboard and put the breath consonants on them.

Teacher: "Who would like to make the p— fly?"

Teacher: "Who would like to make the wh— fly?"

Teacher: "Who would like to make the f— fly?"

As a variation of the above game other objects could be used. For example, airplanes, rockets.

Game 12—"Wrapping Packages"

Materials: Colored chalk

Teacher writes sounds on blackboard with white chalk.

Teacher: "Who would like to wrap p— in a pretty package to send to some one?"

Child goes to board, and with colored chalk draws a box around

p—.

p -

 He may draw ribbon or a bow if he wishes.

Game continues with the other sounds following the chart order.

(This game is applicable to any of the sounds. It is especially helpful with the vowel sounds that need much drill.)

Game 13—"Balloons"

Teacher draws balloons on blackboard. On each balloon she writes a letter, p— wh— f— etc.

Teacher: "We are going to burst these balloons. I'll name **Mary** and **John** to start off the game. When I call the name of one of these balloons, we'll see which of you can reach the balloon first. Whoever touches it first may burst it by erasing it."

The child who touches the p— balloon first is proclaimed the winner.

The teacher names the sound on one of the balloons and the child who touches it first gets one point. The same children are given opportunities to "burst" three or four balloons and the one with the most points is proclaimed the winner. Then other children take their places. The game continues with all of the sounds and is particularly useful with the *short vowels*. (At first, follow the order of the sounds on the chart but after the children know them thoroughly, skip around.)

Game 14—An Activity Game with Sounds

Materials: Lettered cards on the chalk rail

Say: "Who would like to take p— off the chalk rail, and make him paint?" Child takes p— off the board and pretends to paint "him," then places him back on the board.

Say: "Who would like to take wh— off the chalk rail, and make him whistle?" Choose one child to make wh— whistle.

Say: "Would one of you like to do something with f—?" Choose one child. Say: "You choose what you want to do with f— and we'll try to guess what f— is doing."

Child pantomimes, children guess. (Suggestions: play - pull - push - paint - whistle - whip - fish - fall -)

Follow same procedure with the th— and t— and on down the first column of breath consonants. (Suggestions: think - talk - tell)

This is a particularly good game because it gives the children opportunity for activity.

Game 15—"Valentines"

Have breath consonants on little heart-shaped valentines. Line them up on chalkboard ledge. Dictate a *sound* (follow order of the chart for several days) and let a child find the valentine with that

sound and put it in a box.

p

wh

After several days of auditory training following the pattern of the chart, the teacher may skip around in dictating the sounds.

Say: "Who would like to get me the "wh" valentine?"

"Who would like to get me the "t" valentine?"

Say: "That is fine! Please put it in the box."

Variation: The same game can be played with seasonal objects—pumpkins, turkeys, Christmas trees, New Year bells, Easter rabbits, etc.

Game 16—"Playing House"

The teacher draws houses on the board and writes a beginning sound on each house.

Say: "Who would like to stand by the p— house and be Mrs. P—?" (Be sure to say the *sound* of the letter, not its *name*.)

Say: "Who would like to stand by the wh— house and be Mrs. Wh—?" etc.

(Keep the order of the chart until the children know the position of the symbols perfectly; then the order may be varied.)

Say: "Mrs. P— please paint."

Say: "Mrs. Wh— please whistle."

Say: "Mrs. F— please fish."

Say: "Mrs. Th— please think."

Say: "Mr. T— please talk."

II. AUDITORY, VISUAL AND KINESTHETIC TRAINING: CONSONANT SOUNDS

Games in Which the Children Say and Some in Which They Write the Sounds

Game 17—“How Does It Begin?”

Part 1

- a. Hold up the picture of the pig.
Say: “How does it begin?”
Hand the child the card when he says p— correctly.
- b. Hold up the picture of the wheel.
Say: “How does it begin?”
Hand the child the card when he says wh— correctly.
- c. Hold up the picture of the fan.
Say: “How does it begin?”
Hand the child the card when he says f— correctly.

Part 2

- a. Say: “Who has p—?”
- b. Say: “Who has wh—?”
- c. Say: “Who has f—?”

Children give them back to teacher as she calls for them.

Game 18—“What Package Are You Wrapping?”

The purpose of this game is to make the child say the sound correctly after he has recognized it.

Teacher writes symbols on blackboard and the game proceeds as in “Wrapping Packages” (Game 12)

Then the teacher says: “What are you wrapping?”

Child: “p—”

Teacher: “Where are you going to send p—?”

Child: “To my grandmother.” (Child chooses any person or place)

Continue with other symbols.

Game 19—Chart-Making

Materials: Phonovisual Skill Builders.

When all consonant sounds in the first column have been learned, each child should be given a set of Phonovisual Skill Builders and asked to assemble them in the order of the Phonovisual Consonant Chart. He may always look at the chart for help.


Phonovisual® Consonant Chart

 p—  b—  m—

 wh—  w—  qu—

 f—  v—
ph





3 th— this th—


 t—  d—  n—  l—

 s—  z—  r—
c s

 sh—  y—

 ch—  j—
tch g

 k—  g—  -ng  -x
c n(k)
ck

 h—

1. Say: "Hold up the p—." "Put it back."
2. Say: "Hold up the wh—." "Put it back."

Continue asking for all the sounds in the breath column, following the order of the chart.

Variation: Skip around as soon as you are sure the children can do so without making mistakes.

This game can be played with an entire classroom with each child assembling the cards on his desk or on the floor. The teacher asks for a card. Each child holds it up and then *replaces* it in the chart position.

The same game may be played with the whole chart after all the sounds have been learned. It is also applicable to the vowel chart. It is important, when the game is over, to have each child collect his Skill Builders and put rubber bands around the sets. This is excellent training in responsibility as well as a precaution against loss.

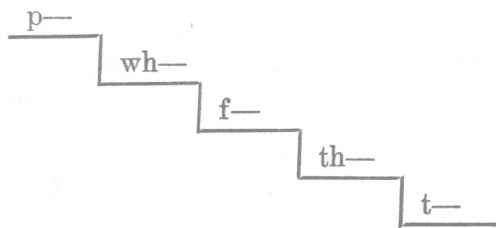
Variation: Stories and poems may be told or read. Teacher stops at any word starting with a consonant. Child finds the sound, holds it up, and *puts it back* in its proper position.

Game 20—"Taking a Trip"

Make steps on the blackboard leading to a plane, a ship, or a train.

Let the children decide where they want to go. Steps can be composed of any of the sounds on the consonant chart.

Say: "Who would like to start?"



When a child has successfully said all the sounds, he gets a ticket and may go on the trip.

If a child has trouble with any sound, help him by referring to the chart, *which should always be in sight*. This game can be used again and again. When the children have all successfully gone down the steps, pretend you are really going on the trip.

Teacher: "Oh, this is a rough sea."

Take the children around the room and pretend the boat is rocking or going over the waves. They love it.

If going on a train, some child can be the engineer and start the train.

If on an airplane, pick out a good pilot and let all the children pretend to be getting on the plane.

Game 21—"Strong Man Lifting Balls"

This is a good game at circus time. Dramatize weight of balls. Teacher draws lots of balls on the board, and writes a sound on each.

p— wh— f— th—

Teacher: "How many balls can you lift?"

Child pretends to take ball from board and lift it, pronouncing the sound as he does so. If he can say all of the sounds correctly, he can lift every ball and be as strong as the giant the teacher has drawn on the board.

Game 22—"Finding a Playmate"

Teacher draws on the board pictures of houses labeled with sounds and the children knock on the various houses and make believe their friends are coming out to play, or that some have to stay inside.

Teacher stands by "p" house, tells a child to knock and ask: "May little p—come out and play?" (Be sure to say the sound of the letter, not its name.)

Child says: "May little p—come out and play?"

Teacher says: "No, p— has a cold. She cannot come out now. See whether wh—can play; knock on his door."

Child has to pick out the wh— house and pretend to knock at the door.

Child says: "May wh— come out and play?"

Teacher says: "Yes, wh— may come out." Child then takes the wh—card out of the house and pretends it is going out to play.

Teacher selects another child to ask whether f—can come out to play, etc.

Keep to the order of the chart until children know the positions of the sounds.

Variation: Sounds (on cards) are placed on the blackboard ledge following the order of the chart. The children may play that the cards are houses and the sounds are the children who live in those houses.

Consonant Street

p— wh— f— th— t— s— sh— ch— k— h—

The teacher says, "Who lives in this house?" The child who knows picks up the card and hands it to the teacher.

Game 23—"Swimming Across the Pool"

Teacher: "Today we will go to the swimming pool." (Writes sounds on chalkboard.)

p— wh— f— th— t—

See if child can "swim to the other side," starting from left to right.

If a child can say all the sounds correctly, write his name on the board, or give him a star, or some other recognition.

This game may be used with any sounds on which the teacher is working.

Game 24—"Tight Rope"

Teacher "draws a tight rope" across board with sounds on it.

Teacher: "Who wants to be a circus lady and walk the tight rope?" See how many can get across.

p— wh— f— th— t— s— sh— ch— k— h—

Game 25—"Bees and Honey"

Teacher or child pretends to be a bee.

Say: "This bee ought to be out in the garden getting honey from the flowers, but he thought he would find some honey on our chart. He buzzes and buzzes and then he settles on a picture or a sound. Watch him and tell me where he settles."

If he settles on a picture the child says the word. If he settles on a sound, the child says the sound.

Game 26—"Pies for the Party"

Materials: Paper pie plates

Put sounds on them.

Play "Party."

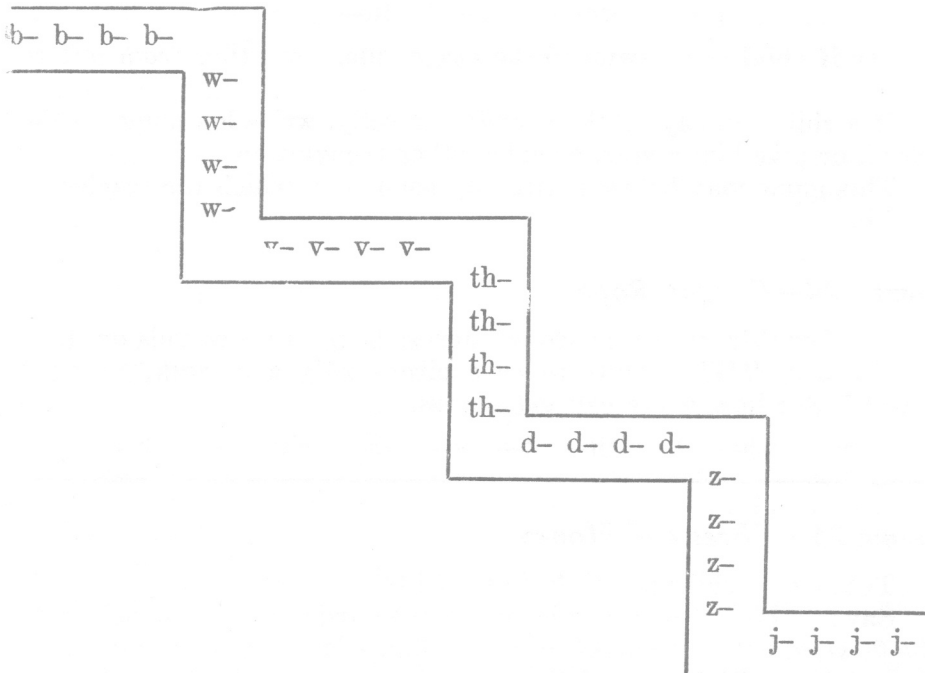
Child must tell which sound is on the pie plate.

See who can win the most pie plates.

Game 27—"Tunnels"

The teacher draws a series of tunnels on the blackboard. Then she says: "We are going to take the express train today in a big city. Who would like to see if he can walk through the tunnels to get to the station?"

Each tunnel is marked with a different sound, and a child has to say them all correctly before he can reach the station. When he arrives at the station give him a ticket with the name of a city on it.



Game 28—"Treasure Hunt"

Slips of paper with sounds on them are hidden around the room. All of the children are given small bags and hunt for the slips of paper. As soon as a child finds one, he puts it into his bag. After five minutes the teacher stops the game and asks each child to read the slips he has found. If he cannot read one, the teacher helps him by referring to the chart and having him match his sound with that on the chart. However, he is not permitted to keep it.

The child who has the largest number of slips of paper in his bag wins.

Game 29—"Grab Bag"

Make 2 teams of 5 members each. In a bag have been placed slips of paper with initial sounds on them. The first child on one team reaches in the bag, draws a slip of paper, and reads it aloud. If he has said it correctly, his team gets one point.

The first child on the other team does the same thing, and his team gets a point if he has read from his slip of paper correctly. When all 5 on each team have finished, the team with the best score wins.

Game 30—"Something that Starts With —"

Purpose: Transition from key pictures on the consonant chart to beginning sounds of other words.

Say: "Let us play a little guessing game. I am looking right at you and seeing something which starts with ch—. It may be part of your body, or something you are wearing." (Use other sounds similarly.)

Suggested words: cheek, chin, toe, tooth, socks, hand, shirt, shoe, shin, face, forehead, thumb, pants, etc.

Variation: Say: "I am looking around this room. I am thinking of something that starts with p—," etc.

Suggested words: picture, whistle, frame, thumb, thimble, thermometer, table, scissors, seat, shade, shirt, shoes, etc.

Game 31—A Variety Set of Games

These five games, played in the same way, are to be used after the children have learned all of the consonant sounds. The use of Skill Builders enables all the children to play the game at the same time. The children assemble the chart on their desks, or on the floor. When the teacher calls the word, the children hold up the initial sound symbol. The teacher can see quickly if any mistake has been made, then says, "Put it back." *Selecting* the correct symbol and *putting it back* in its proper position aids in establishing the order of the Chart.

These games are useful in Kindergarten also. However, words of only one syllable should be used until much intensive drill for auditory discrimination has been given.

Zoo

Say: "Let us go to the Zoo today. First we will need a box for our lunch. Who can show me how *box* begins?" Child goes to the chart and points to the b— on the chart.

“We will take some *milk*.” Child goes to the chart and points to m-. Suggested words: sandwiches, hamburgers, lemonade, bananas.

Say: “Now we are at the zoo. We are going over first to see the lions.” Child goes to the chart and points to the l-. Suggested words: goats, tigers, monkeys, zebras, birds, snakes.

Say: “Now we have had a lot of fun and we are going home. We will take the bus. Who will show me how *bus* begins?”

Doll House

Say: “Get me a nice *chair* for this doll house.” Child goes to the chart and points to the ch- on the chart. Suggested words: chair, table, doll, dishes, rug, shade, davenport, bed.

Grocery Store

Make believe you are telephoning the grocery store.

Say: “Who will get me some _____?”

Say: “I would like to order _____.”

Suggested words: peaches, potatoes, whipping cream, tea, fish, salt, soap, flour.

Hallowe'en

jack-o-lantern
cats

witches
pumpkins

skeletons
ghosts

Thanksgiving

Say: “I am going to have a Thanksgiving dinner. Something starts with

t- (turkey)
r- (rice)
s- (squash)
p- (pie)

Let children guess.

Variation: It is interesting to let the children plan the menu. They may draw pictures and let the class try to guess what they are.

These games can be played by a group at the chalkboard, while other children write the initial sounds at their desks, or use the Skill-Builders.

Game 32—Christmas

Guessing Christmas toys.

Let children draw pictures of toys. Have one child give the first sound of his toy and let the other children guess what it is.

Game 33—*Birthday*

Say: "Let us pretend we are going to have a birthday party. Let us go to the ten cent store and buy

fudge (Ask one child to point to the chart and tell you how fudge begins. Say: "Put it in my bag and help me with my shopping.")

toys	doll
chocolate	whistle

This same game can be played when the children have learned how to make their letters. Children can write on the board f- for fudge, wh- for whistle, etc.

Game 34—*Menus*

Making menus for dinner is fun.

If children have been taught only the first sounds, let them write the first sounds of words for the menu.

Teacher: "What do you want for dinner?"

Child says, "Turkey."

Then all the children at seats or at the board write: t-

(Be sure the children put the dash after the initial sound to indicate missing letter)

Someone else wants a bun. Children write

b-	
s-	(for salad)
ch-	(for chicken)

If they know first and last sounds the teacher must dictate, as the words must start and end with a consonant.

s --- sh	squash
m --- t	meat
b --- d	bread

Skill-Builders may be used in this game also.

Game 35—*Santa's Pack*

Make a Santa Claus and put a bag on his back. The game is to pack his bag with toys. Each toy will be a piece of paper or cardboard with the first and last sounds of the toy it represents. For instance, one piece of paper would have "d - - l." The children take turns, each picking up one "toy," guessing from the first and last sounds what the toy is (as "doll"), and then putting it in the bag.

III. TRANSITION FROM CHART WORK TO READING

People sometimes have the idea that the Phonovisual Method stresses only phonetic teaching and omits the sight approach. The fact that the methods are given equal importance is emphasized in the Method Book. One half-hour daily is given to each of the two subjects, taking care in the sight-reading period to confine the first experience chart to the vocabulary the children will meet in their first pre-primers. For a week or two, no effort is made to indicate any relation between reading and phonics, but as soon as the Phonovisual teaching has firmly established the first five sounds in the minds of the children, their attention is called, in the sight-reading period, to words which begin with these sounds.

Action Words First

Calling Attention to the First Sounds of Words

(The following description is based on the use of Skill Builders—the individual cards which permit each child to construct his own consonant chart. If these are not available, the teacher may readily accomplish the purpose by having the children point to the sounds on the wall chart.)

Teacher: Show me the way “paint” begins. (Children pick up the p— sound.)

Teacher: Yes, just like “pig.” (Calling attention to the key picture)

Teacher: Now I am going to write the whole word “paint” on the board. (The first sound may be written with colored chalk.)

Teacher: Would one of you like to take your letter and put it right under the p— in the word “paint”?

Child goes to the board and matches the p—.

Teacher: Who would like to do what this word says?

Child pretends to paint.

Using the child’s name, the teacher writes on the board the sentence

Tom can paint.

Teacher: Who can find the word “paint”?

What helps you know that it says “paint”?

Child: It begins with a p—.

Develop other action words in the same way, and make a list of

them on a chart so that they will be available for frequent review. They may also be used on flash cards:

Pat can whistle.
Sally can fish.
Frank can think.
Ted can talk.

In introducing each new word, always have the children hold up the letter with which it begins, or indicate it on the consonant chart. (Remember always to use the sound of the letter, not its name.)

For further drill *and lots of fun*, each child may make a paper-bag puppet and let his puppet do what the word says.

Teacher: I am thinking of a word that starts with p—. Who can guess what the word is? Who can do what it says? Now a word that starts with wh— . . . f— . . . th— etc.

Calling Attention to First and Last Consonant Sounds

After the children have been taught to listen for the last sounds as well as the first (See Method Book, Step 9), write these two sentences on the board:

I can paint.
I can push.

Ask the children: Who can find the sentence that says "I can paint"?

How did you know that one said "paint"?

Child: It starts with p— and ends with t—.

Teacher: Find "I can push."

Proceed in the same way. Let the children dramatize these sentences. Puppets make lots of fun. Imagination can provide endless variety. For example:

Teacher: Here is another word to use with "I can . . ." I am thinking of one that begins with j— and ends with p (using the sounds, not the names, of the letters). Who can guess what it is? Yes, jump. (Writes it on the board):

I can jump.

Here is another. It begins with r— and ends with n. Can you guess it? Yes:

I can run.

Continue with words beginning and ending with other consonant sounds.

As soon as books are being used, be sure to make the transition from the board or flash card, showing the children that the word is the very same, though printed in a different place.

Phonovisual® Vowel Chart



a-e
ay
ai



ee
-e
ea

5

i-e
-y
igh



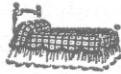
o-e
oa
ow
-o



u-e
ew



-a-



-e-
ea



-i-
-y



-o-



-u-



aw
au
a(ll)
o(r)



oo



ur
er
ir
or



a(r)



oo
u



ow
ou



oy
oi

THE PHONOVISUAL VOWEL SONG

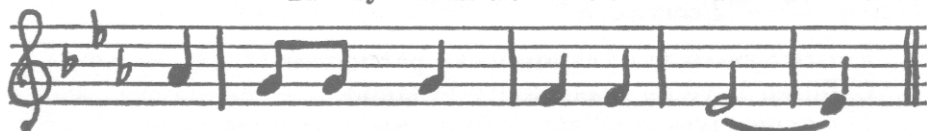
This little song was originated by the Director of The Primary Day School in 1945 and has been sung with great enthusiasm by children (and even by teachers-in-training) ever since. Its simple tune can be enjoyed long before the vowels are introduced in the teaching process, and it is very helpful in fixing the sounds in the children's minds.

The teacher explains that the "baby" in the song is too young to be able to talk—that he cannot say a whole word, but only its vowel sound. After the children have learned the song they are delighted to be asked, for example, "What does the baby want when he says o-e, o-e?" [rose] or "when he says -i-, -i-, -i-?" [fish].

The teacher points to each sound as it is sung.



Ba	- by	wants the	cat	-a-	-a-	-a-
Ba	- by	wants the	cat	-a-	-a-	-a-
Ba	- by	wants the	cat	-a-	-a-	-a-



But	Mother	says	-o-	-o-	-o-
-----	--------	------	-----	-----	-----

Baby wants the cake, a-e, a-e, a-e
 Baby wants the tree, ee, ee, ee
 Baby wants the five, i-e, i-e, i-e
 Baby wants the rose, o-e, o-e, o-e
 Baby wants the mule, u-e, u-e, u-e
 But Mother says -o-, -o-, -o-.

Baby wants the cat, -a-, -a-, -a-
 Baby wants the bed, -e-, -e-, -e-
 Baby wants the fish, -i-, -i-, -i-
 Baby wants the top, -o-, -o-, -o-
 Baby wants the duck, -u-, -u-, -u-
 But Mother says -o-, -o-, -o-.

Baby wants the saw, aw, aw, aw
 Baby wants the car, ar, ar, ar
 Baby wants the moon, oo, oo, oo
 Baby wants the book, oo, oo, oo
 Baby wants the cow, ow, ow, ow
 Baby wants the boy, oy, oy, oy
 Baby wants the fur, ur, ur, ur
 But Mother says -o-, -o-, -o-.

IV. AUDITORY, VISUAL, AND KINESTHETIC TRAINING: VOWEL SOUNDS

Game 36—"Wind-up Toys"

This game gives excellent auditory training and an opportunity for the young child to move around.

The teacher should say, "Have you ever had a toy that winds up? A little car or duck that you wind and it goes around in a circle until it runs down? Let's pretend you are wind-up toys. Let's begin with the cat."

Select a child who wishes to be the cat. Pretend to wind him up with a key on his back, saying the sound -a- each time you turn the key. Do not let the child say the sound until you have finished winding. Let him walk around the room saying, "-a-, -a-, -a-, -a-, -a-," until he "runs down."

Use this same procedure with the vowels in *bed*, *fish*, *top* and *duck*.

Game 37—"Teamwork"

Entire classroom of children can participate.

Children have an opportunity to stand.

The game gives excellent auditory and visual training.

Divide the class into two groups, naming a Captain of each group. Ask the children to stand.

Write -a- on the blackboard and give the sound of -a- as in cat. As you write another -a-, ask the children to say the sound in unison *as soon as you finish writing it*. If any children say the -a- before you write it, they have to sit down, for they are out of the game. (The teacher can write slowly at first, then faster and perhaps slowly again to catch someone off guard)

Use this same procedure with the vowels in *bed*, *fish*, *top*, and *duck*.

The team having the largest number standing wins the game.

Variation: After the children know the sounds of these short vowels in order, skip around, writing first one vowel and then another. The game is then much more fun. Many children are eliminated from the game if they are not following your chalk closely.

Game 38—"Jet Planes"

Teacher draws many planes on the board and puts a short vowel sound on each. Then she says: "Some of these are enemy planes. They have -e- on them. Be ready to shoot them down."

She calls on a child to find an "enemy" plane and "shoot it down" by erasing it, saying the sound -e- as he does so. Other children take turns until all of the planes marked -e- have been located and erased. Each child must be careful to say the sound as he erases it; otherwise he is not a good marksman.

Each of the other short vowels may be used in the same manner.

Game 39—"Hurdles"

After all children know the five short vowels make little hurdles out of paper or cardboard and write a vowel on each.

/ -a- / -e- / -i- / -o- / -u-

Get a small toy horse and see how many children can "jump" the hurdles. As the horse jumps, the sound must be made by the child. Each hurdle counts one point.

Game 40—"Which Vowel Has the Most Checks?"

Draw on the blackboard five columns, headed with the short vowels. Dictate short vowel sounds, following the horizontal order of the chart, -a-, -e-, -i-, -o-, -u-. Have children put a check (✓) in the right column. Dictate the sounds several times in this order and then skip around as soon as you are sure the children can do so without making mistakes.

Have the children count the checks in each column to see which vowel "won the game."

NOTE: It is desirable to teach the -e- after the other four short vowels are established. It seems harder for the children to recognize.

Variation: Write the five short vowels on the blackboard, following the order of the chart. Give two children erasers and see who can first erase the correct vowel sound.

Say: -a-, -e-, -i-, -o-, -u-, following the order on the chart. Then ask two other children if they wish to play the game. Say: "This time it will be harder, I am going to skip around."

Child receives one point if he erases the correct sound first.

Count the points and see which child won the game.

Variation: The above games can also be played by dictating words from the short vowel lists in the Method Book.

Game 41—"The Vowel Piano"



Teacher: "Let's pretend that you are piano keys. I am going to play on you."

Teacher stands behind the five children, each holding a flash card indicating a vowel sound.

Then the teacher "plays" on the head of one child. The child continues to say the sound until she stops.

If the voice is too soft, she puts on the loud pedal, if too loud she puts on the soft pedal. If the child does not know the sound, the teacher pretends she is tuning the piano key, and says the sound to the child repeatedly. The child then says the sound.

This game is lots of fun!

Game 42—"Careful Postmen"

Let several children go to the blackboard and write the five short vowels horizontally. Tell the children that they are postmen who deliver letters and packages. Pretend that each vowel is a mail box. Remind the children that a good postman is careful. He would not, for instance, put a letter for Mrs. Black in the box for Mrs. Dix, or a package for Mr. Red in Mr. Lot's box. Let the player make an *x* for each letter and a square \square for each package on the board under the correct vowel. Give each child with a perfect score some little symbol of recognition, such as a paper hat.

Example:

Say: "Please send a package to Mr. Cat."

Child puts a square in the -a- mailbox.

Say: Please send a letter to Mrs. Red."

Child puts an *x* in the column -e-.

Children can play this game with the vowels in any order after they have learned all the vowels on the chart.

Game 43—"The Gold Mine"

To be played after the entire vowel chart has been learned.

Say: "Who would like to go all the way down to the bottom of the gold mine? You might find a big bag of gold down there."

The child "goes down" by saying all the sounds on the vowel chart. If he can say them all correctly the teacher pretends to give him a big bag of gold and writes his name in a prominent place.

This game is applicable to the consonant chart and can also be used with sight words.

Game 44—"Vowel Children"

Have the children think of the chart as a big apartment house. Say: "Little a-e lives here, ee here, i-e here, o-e here, u-e here" (teacher pointing to the chart as she says the sounds). They are called the long vowel children. These are the short vowel children (pointing to the short vowels), and these are the other vowel children (indicating the rest of the vowel sounds)."

Dictate words from the Method Book, pretending that each word is a child. Find which house these "children" live in.

Say: "Where does *shake* live?"

Child points to a-e on the chart.

Say: "Where does *wish* live?"

Child points to the -i- on the chart.

Variation: Give children the Skill-Builder short vowels. Pretend a parent is calling her child.

Say: "Come home, Big." Child gives the -i- card to the teacher.

Say: "Come home, Dot." Child hands the -o- card to the teacher.

Game 45—Making Words

Materials: Skill Builder cards with the consonant and vowel sounds.

Ask the children to build the consonant chart and to place five vowels (short or long) on the table, desk, or floor in front of them.

Say: "We are going to make words today. First let us make the word *pig*. What vowel do you need? (Child holds up the -i-) Put it back."

Say: "Now let us make the word *pig*."

The teacher then tells them to put all the letters back in their right places. Say: "We are going to make the word *jump*. Hold up the vowel you hear. Put it back. Listen carefully. The word is *jump*. How many sounds do you hear *before* the vowel? (Children hold up one finger) How many sounds do you hear *after* the vowel? (Children hold up two fingers) Make the word *jump*. Put all the letters back."

Continue the game with other words.

PHONOVISUAL METHOD MATERIALS AND SUPPLEMENTARY AIDS

Phonovisual Unit for Classroom Use (Revised 1960): Method Book, 1 ea. Consonant and Vowel Wall Charts, 26" x 40", in color.

Phonovisual Record: "Sounds on the Phonovisual Charts"

Phonovisual Unit for Remedial (Individual) Instruction (Revised 1960): Method Book, 1 ea. Consonant and Vowel Charts, 8½" x 11", in color.

Phonovisual Small Charts: Consonant and Vowel, Lots of 12

Phonovisual Consonant Workbook (Grades 1, 2, or 3)

Phonovisual Vowel Workbook (Grades 1, 2 or 3)

Phonovisual Skill Builders: 84 cards, 1½" x 1½", Consonant and Vowel

Phonovisual Consonant Flipstrips: 52 strips, 3½" x 6¼"

Phonovisual Magnetic Boards: Two boards (Cons. & Vow.) Over 100 magnetized cards

Phonovisual Diagnostic Spelling Tests: Pad of 50 score sheets and directions

Phonovisual Diagnostic Spelling Test and Class Analysis Chart

Phonovisual Game Book: Exciting and useful games for the primary classroom

Phonic Rummy Games:

Junior Phonic Rummy—Short vowel game for beginners

Phonic Rummy A—Short vowel game for grade 2 and above

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"Better Speech and Better Reading": Practice book for speech correction and remedial reading

"Sounds the Letters Make": Merry little rhymes which help to teach the relationship of sounds and letters

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Directions for Scoring

PhonoVisual

Diagnostic Test

Reg. U. S. Pat. Off.

(Grades 3rd and above)

A Test for All Consonant Sounds and the
17 Fundamental Vowel Sounds

BY LUCILLE D. SCHOOLFIELD AND JOSEPHINE B. TIMBERLAKE

To the Teacher

Does a pupil in your class have trouble with spelling and reading? One simple causal factor may be that he is not thoroughly grounded in elementary phonetics. The Phono-visual Diagnostic Test is designed to discover his phonetic weaknesses.

The test is in words of one syllable, scientifically selected. It helps to identify a pupil's difficulties without the necessity of resorting to long and laborious diagnostic tests. Every pupil, from the high second grade up, should be able to spell the words *if he knows how to use the most frequently occurring sounds in the English language.*

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Directions for Giving the Diagnostic Test

1. Provide each pupil with a sheet of ruled paper. Tell him to number the lines from 1 to 20.
2. Dictate the test words to the entire class, or to the individual student, just as in any spelling lesson. *Do not let any pupil see the test previously.* Do not hurry through the test. Give the pupils as much security as possible.
3. Collect the papers immediately. Do not have the pupils look over the papers for mistakes.

Note to Teachers Using the Phonovisual Method of Teaching: Give this test to every pupil before beginning work with the Phonovisual charts. After all sounds have been taught according to the instructions in the Method Book, give the test again, (1) to note improvement, (2) to see whether there are any sounds not thoroughly mastered.

Preparing to Score the Test

In scoring the test (see instructions below) the teacher should keep the following points in mind:

1. Does the pupil know his initial consonants? If not, which consonants are causing difficulty? For example, does he confuse s with sh, w with wh?

2. Is he listening through the word? For example, does he write correctly the *ch* at the beginning of the word *church*, and yet fail to hear the *ch* with which the word ends? Does he hear the *t* at the end of the word *swept*?

3. Is he confusing the vowel sounds? For example, does he write *shap* for *shape*, *whil* for *while*, *strack* for *struck*?

4. Does he hear the blend in a word like *struck*, or does he, for lack of auditory training, show a reversal tendency and write *srtuck*?

Scoring

1. Underline the part of the word missed. *Do not merely mark the word wrong.* Use a blue pencil for consonant errors, a red pencil for vowel errors.

2. Turn to the score analysis at the right of the test words. Checking against the pupil's own paper, encircle each vowel or consonant error, and each error in a blend; and indicate any letters or sounds reversed.

3. Total the errors as indicated at the bottom of the page.

Final Analysis

1. Note the number of beginning consonants missed, the number of final consonants missed. If a pupil is making

mistakes in the initial sounds, such as confusing the digraphs sh and wh with s and w, he needs careful training in auditory and visual discrimination and in the association of the initial sounds with the letters that represent them. If, on the other hand, he knows the consonants with which the words begin, but is making mistakes in the final sounds, the treatment he needs is practice in listening to the sounds with which words end. (See Phonovisual Method Book, page 19, Step 9.)

2. Note the errors in vowel sounds. For example, is the pupil confusing Long A (a-e) and Short A (-a)? If he is, in spite of appearing to know all initial and final consonants, careful drill on the vowel sounds according to an organized plan is needed to strengthen him.

3. Does he reverse the letters in a consonant blend, for instance, writing slp for spl? If he does, careful auditory training, according to a definite plan, is indicated. (See Phonovisual Method Book, page 42, *The Teaching of Blends*.)

4. Is he so insecure that he squeezes all letters together, so that it is almost impossible to read the words? Organized phonetic drill which pays attention to the formation of each letter will overcome much of this difficulty.

PHONOVISUAL DIAGNOSTIC TEST

(Grades 3rd and above)

Analysis of difficulties of _____
 (Pupil's name)

Grade _____ Age last birthday _____ Teacher _____ Date _____

TEST See Instruction Sheet, page 2	SCORE ANALYSIS See page 3.					
	<i>Test Words</i>	<i>Words Incorrect</i>	<i>Vowel Errors</i>	<i>Consonant Initial</i>	<i>Errors Final</i>	<i>Blends</i>
1. shape		a-e	sh	p		
2. teeth		ee	t	th		
3. while		i-e	wh	l		
4. zone		o-e	z	n		
5. cute		u-e	c	t		
6. sprang		-a-	s	ng	spr	
7. swept		-e-	s	t	sw	pt
8. quick		-i-	qu	ck		
9. flock		-o-	f	ck	fl	
10. struck		-u-	s	ck	str	
11. yawn		aw	y	n		
12. harm		a(r)	h	m		
13. smooth		oo	s	th	sm	
14. brook		oo	b	k	br	
15. growl		ow	g	l	gr	
16. joy		oy	j			
17. burst		ur	b	t		st
18. wax		-a-	w	x		
19. drove		o-e	d	v	dr	
20. church		ur	ch	ch		
Total errors						