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Introduction

Speech Corner Photo Cards for Articulation Carryover was designed to allow speech-language pathologists a convenient way to provide advanced-level articulation remediation for their students. Each card contains a full-color photograph on one side and an engaging short story with follow-up questions on the reverse. The story is written with specially selected target words embedded, and the follow-up questions are strategically structured to elicit answers that require use of the target words.

These photo cards contain a collection of 59 stories for 16 popular phonemes (*f, th, sh, ch, l, l-clusters, s, s-clusters, r, r-clusters, and vocalic ar, or, ire, air, ear, er*). This provides the therapist with a wide selection of appropriate targets to choose from in one convenient card deck. This is an invaluable resource for students working on their articulation skills at the conversation level and beyond.

Game Ideas

Regular Play: Show your students the photo and let them read the story. Then ask them the follow-up questions. Reread portions of the story to begin a discussion with your students about how the correct information was gathered.

Formulate a Story: Show your students the photo and have them make up a story to go along with it. Then spontaneously ask questions about the story they just told. Try to elicit targeted words while engaged in conversation about the story.

Story Retell: Show your students the photo and read the story to them. Choose one student to retell the story in his/her own words. Then ask the students the follow-up questions.

Choosing Your Question: Show your students the picture and read the story to them. Then allow the first student to choose a number from 1-5. Read the corresponding follow-up question to the student. Play continues with the next student until all questions have been answered. If desired, students may earn points by answering correctly.



Articulation

/f/

Read the story and then answer the questions.

It was the **first snowfall** of winter. Neil picked up a **handful** of snow and **formed** a snowball. Then he threw it at **Tiffany**. She ducked and the snowball missed her. **Tiffany** started to **laugh**, but knew she needed to **find** a hiding spot **before** Neil had time to make another snowball. Neil might have thrown the **first** snowball, but **Tiffany** was determined to win this **fun** snowball **fight**.

1. What did Neil pick up? What did he do with it?
2. Who was Neil having a snowball fight with?
3. What did Tiffany do when the snowball missed her?
4. How soon did Tiffany need to find a hiding spot?
5. What was Tiffany determined to do?



Articulation II

Read the story and then answer the questions.

Mrs. **Carol** teaches fourth grade at our **school**. We do a **daily journal** writing assignment each morning. Mrs. **Carol always** gives us **wonderful** topics to write about. Today we are supposed to write about the best day of our **lives**. The best day of my **life** is when my mom brought home a **collie** puppy named **Lacy**. It was easy for me to write about how much I **love Lacy** and **all** the fun things we do together.

1. Who teaches fourth grade?
2. What does her class do each morning?
3. How does the student feel about the topics her teacher assigns?
4. What is the topic they are writing about today?
5. Why is this a good topic for the student?