

ARTICULATION CARDS

Dear Teacher,

We hope that you've been enjoying working with Articulation Cards in your classroom. In our latest printing, we made a few updates that we'd like to share with you. We want to make sure that you have the most up-to-date information at your fingertips. With that in mind, we have included a list of the updates for you below.

- The diacritical mark on the 43rd card has been changed. It is now /är/ as in *car*. The video has also been updated.
- There is a new sound card. The 45th card is /âr/ as in *chair*. There is a new video for this card.
- The Teacher Guide has been updated to reflect the changes to Articulation Cards.
- The downloadable resources have also been updated to reflect the changes to Articulation Cards.

On the next few pages, you will find the updated Teacher Guide and the two updated cards.

Sincerely,

The Editors at Scholastic

ARTICULATION CARDS

Introduction

The National Reading Panel, convened by Congress in 1997, was tasked with determining the best ways to teach children to read. The panel found that phonemic awareness and phonics were critical foundational skills for literacy. Another study, conducted by Nancy Boyer and Linnea Ehri in 2011, found that including an awareness of articulatory gestures in words enhanced children's ability to learn to read words.

Since then, sound walls have become a popular instructional tool in the classroom. These highly useful displays provide tangible resources for students to learn how graphemes are visual representations of speech sounds.

Articulation Cards are here to help you with your sound wall. Each card in this highly visual set shows the mouth position for one of the 45 English phonemes. A QR code on each card links to a video of a child articulating the sound. Suggestions for how to use the cards in your classroom along with key vocabulary and instructional information are included in this guide. There's more! At www.scholastic.com/articulation you will have access to additional resources for your sound wall. There you will find picture cards that correspond to each phoneme and cards that list the most common graphemes for each phoneme. Print these out and display them with the articulation cards on your sound wall.

This tool should be used during your foundational skills instruction and can also serve as a resource for students as they read and spell words throughout the day. Explicit instruction and modeling are the keys to successful implementation. The ongoing practice of connecting phonemes with their corresponding graphemes, segmenting and blending sounds, and reading/spelling words in isolation and in context will help your students develop the tools they need to become skilled readers and writers.

Key Terms

phonology—the speech sound system of a language

phoneme—the smallest speech sound unit of a language

grapheme—a letter or letter combination that represents a phoneme (e.g., *i*, *ie*, *igh*)

morpheme—the smallest meaningful unit of language (e.g., affixes *-s*, *un-* and base words such as *cat*, *book*)

phonemic awareness—the ability to identify and manipulate individual sounds (phonemes) in spoken words

phonics—the study of letters and the sounds they represent

vowel—an open speech sound that is required in every syllable

schwa— a mid central vowel sound found in an unstressed syllable represented by the symbol /ə/ (e.g. *about*)

diphthong—a vowel sound formed from two sounds that glide into each other (e.g., /ou/, /oi/)

consonant—a speech sound created by the obstruction of airflow by the lips, teeth, or tongue; consonants can be articulated in different ways and can be categorized as:

- **stop**: a sound formed by cutting off airflow; a puff of air can be felt when making stop sounds /p/, /b/, /t/, /d/, /k/, /g/
- **nasal**: a sound formed by forcing the airflow through the nose /n/, /m/, /ng/
- **fricative**: a sound formed when air is forced through a narrow opening created by the lips, teeth, tongue, or vocal cords /f/, /h/, /v/, /th/, /th/, /sh/, /zh/, /s/, /z/
- **affricate**: a sound articulated as a stop followed by a fricative /ch/, /j/
- **glide**: a sound that always glides right into the vowel that comes after it; also called a semivowel due to its vowel-like qualities /y/, /w/, /hw/
- **liquid**: a sound formed when air is only slightly obstructed and does not cause friction /l/, /r/

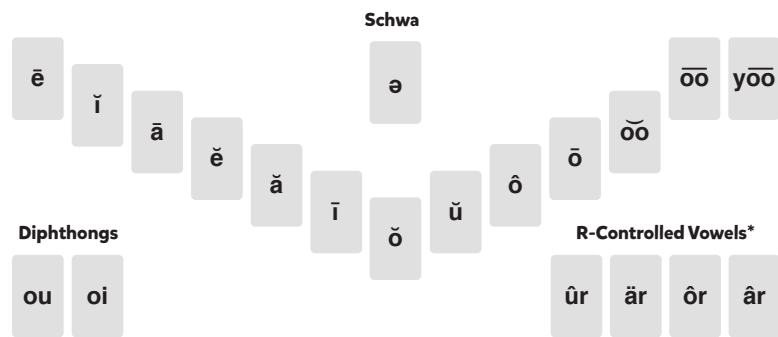
voiced—a sound that engages the vocal cords, creating a vibration in the throat

voiceless—a sound that does not engage the vocal cords, so no vibration is created

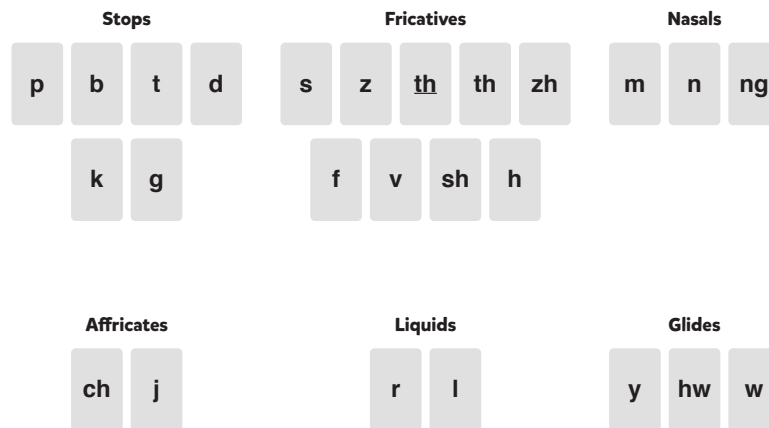
Set Up a Sound Wall

As you teach new graphemes add each to the sound wall under the corresponding articulation card. Also add a picture card, representative of each sound, under the grapheme card. Go to www.scholastic.com/articulation to download picture and grapheme cards and to view articulation videos.

Vowel Valley



Consonant Chart



*also called R-colored vowels

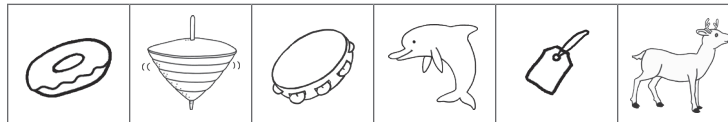
Teaching a New Phoneme

Step 1: Help your students hear the sound. Tell them that today they will learn a new sound. Ask: "What sound do you hear at the beginning of *dish*, *dot*, and *dull*? What sound do you hear at the end of *mad*, *lid*, and *red*?" (the /d/ sound)

Step 2: Help your students see and feel the sound. Say: "Let's see and feel what's happening in our mouths when we say /d/." Say /d/. Then have students repeat after you. Ask: "What is your tongue doing? Does the throat vibrate or not vibrate? How is the air flowing?" Show the articulation card to students and discuss the mouth position.

Step 3: Guide students through hearing and feeling the sound. Choose an activity that is appropriate for your students' abilities. The sample tasks below increase in difficulty:

- **Identification**—Say: "Give a thumbs up if you hear a /d/ sound in *Dan*." (repeat with *mad*, *fan*, *dip*, *rat*, *pad*)
- **Isolation**—Ask: "Where do you hear the /d/ sound in *dog*? At the beginning or end of the word? (repeat with *doll*, *dart*, *had*, *sad*)
- **Discrimination**—Say: "Let's sort the picture cards by the first sound we hear. For example, if you hear /d/, put the picture under the /d/ card. If you hear a /t/, put the picture under the /t/ card."



- **Blending**—Say each phoneme separately. /d-o-g/ Ask: "What word am I saying?" (repeat with /d-i-ll/, /d-u-m-p/)
- **Segmenting**—Segment words such as *mad*, *dig*, *dug*. /m/ /a/ /d/, /d/ /i/ /g/, /d/ /u/ /g/ Ask: "What sounds do you hear?"
- **Manipulation**—Say *dab*. Now, change /d/ to /t/. Ask: "What is the new word?" (*tab*) Say *made*. Then say it without /d/. Ask: "What is the new word?" (*may*)

Step 4: Connect the phoneme to the grapheme(s) that represent(s) it as part of your phonics instruction.

Phoneme Graphemes	Details for Instruction
Consonant Sounds	
/b/ as in <i>bat</i>	<ul style="list-style-type: none"> • Voiced stop • How formed: lips • Commonly confused with /p/. Students can touch their throats to feel the vibration from /b/ but not /p/. Use word pairs* such as <i>ban/pan</i> so that students can hear the difference.
b	
/d/ as in <i>dog</i>	<ul style="list-style-type: none"> • Voiced stop • How formed: tongue behind teeth • Commonly confused with /t/. Students can touch their throats to feel the vibration from /d/. Use word pairs such as <i>dip/tip</i> and <i>mat/mad</i>.
d	
/f/ as in <i>fan</i>	<ul style="list-style-type: none"> • Voiceless fricative • How formed: lips & teeth • Commonly confused with /th/ and /v/. Use word pairs such as <i>fan/van</i> and <i>thin/fin</i>.
f, ph, gh	
/g/ as in <i>gate</i>	<ul style="list-style-type: none"> • Voiced stop • How formed: back of tongue • Commonly confused with /k/. Students can touch their throats to feel the vibration from /g/.
g	
/h/ as in <i>hat</i>	<ul style="list-style-type: none"> • Voiceless glottal fricative • How formed: throat • The mouth, teeth, and lips are not involved in making the sound. The mouth usually takes the shape of the vowel that follows /h/.
h	
/j/ as in <i>jam</i>	<ul style="list-style-type: none"> • Voiced affricate • How formed: roof of mouth • May be confused with /ch/. Students can touch their throats to feel the vibration from /j/.
j, dg, dge, g	

* also known as **minimal pairs** and **contrastive pairs**

Phoneme Graphemes	Details for Instruction
/k/ as in <i>kite</i> k, ck, c	<ul style="list-style-type: none"> • Voiceless stop • How formed: back of tongue • Commonly confused with /g/. Use word pairs such as <i>gob/cob</i>.
/l/ as in <i>leaf</i> l	<ul style="list-style-type: none"> • Voiced liquid • How formed: tongue behind teeth, with air escaping over the sides of the tongue • The /l/ can be difficult to hear in an initial consonant cluster.
/m/ as in <i>mop</i> m	<ul style="list-style-type: none"> • Voiced nasal • How formed: lips • Commonly confused with /n/. Point out that the lips are closed when saying /m/ but are slightly open when saying /n/.
/n/ as in <i>nest</i> n	<ul style="list-style-type: none"> • Voiced nasal • How formed: tongue behind teeth • Commonly confused with /m/ and /ng/. Ask students to feel their tongue move when going from /n/ to /ng/.
/p/ as in <i>pig</i> p	<ul style="list-style-type: none"> • Voiceless stop • How formed: lips • Commonly confused with /b/. Students can touch their throats to feel the vibration from /b/ but not /p/. They can feel a bigger puff of air from /p/.
/r/ as in <i>rock</i> r, wr	<ul style="list-style-type: none"> • Voiced liquid • How formed: tongue bunched or curled toward the roof of the mouth • Commonly confused with /ûr/ as in <i>bird</i>. If students add a vowel, /r/ may become /ûr/.

Phoneme Graphemes	Details for Instruction
/s/ as in <i>sun</i>	<ul style="list-style-type: none"> • Voiceless fricative • How formed: tongue behind teeth, with air escaping through narrow opening over tongue • Commonly confused with /z/. Students can feel that their throats do not vibrate with /s/. Use word pairs such as <i>fuss/fuzz</i> and <i>sip/zip</i>.
s, c	
/t/ as in <i>top</i>	<ul style="list-style-type: none"> • Voiceless stop • How formed: tongue behind teeth • Commonly confused with /d/. Students can feel that their throats do not vibrate from /t/.
t	
/v/ as in <i>van</i>	<ul style="list-style-type: none"> • Voiced fricative • How formed: lips and teeth, with air escaping through the narrow opening between these structures • Commonly confused with /f/. Students can touch their throats to feel the vibration from /v/.
v	
/w/ as in <i>wagon</i>	<ul style="list-style-type: none"> • Voiced glide • How formed: lips are rounded, back of the tongue rises • Students can feel the vibration of the lips as they make the /w/ sound.
w	
/y/ as in <i>yo-yo</i>	<ul style="list-style-type: none"> • Voiced glide • How formed: tongue high toward the roof of the mouth • The letter <i>y</i> only makes a consonant sound as the first letter of a word or syllable (e.g., <i>yarn, beyond</i>). Otherwise, it acts as a vowel.
y, i, e	

Phoneme Graphemes	Details for Instruction
/z/ as in <i>zebra</i>	<ul style="list-style-type: none"> • Voiced fricative • How formed: tongue behind teeth with air escaping through narrow opening • Commonly confused with /s/. Students can touch their throats to feel the vibration from /z/.
z, s	
/ch/ as in <i>cheese</i>	<ul style="list-style-type: none"> • Voiceless affricate • How formed: roof of mouth • Commonly confused with /j/ and sometimes with /sh/ due to similar lip position. Students can feel the stop after the initial friction.
ch	
/sh/ as in <i>ship</i>	<ul style="list-style-type: none"> • Voiceless fricative • How formed: roof of mouth with air escaping over the narrow opening between the tongue and the hard palate • May be confused with /s/ or /ch/. Use words such as <i>sip, ship, chip</i>.
sh, s, ti, ch, ci	
/zh/ as in <i>treasure</i>	<ul style="list-style-type: none"> • Voiced fricative • How formed: roof of mouth • May be confused with /sh/. Students can touch their throats to feel the vibration from /zh/.
si, s, g, z, zi, ssi, ti	
/th/ as in <i>thumb</i>	<ul style="list-style-type: none"> • Voiceless fricative • How formed: tongue between the teeth with air escaping through narrow opening • /th/ and /<u>th</u>/ are commonly confused with each other. Students can touch their throats to feel the vibration in /<u>th</u>/ and not in /th/. May also be confused with /f/ and /s/. Distinguish /f/ (teeth on lower lip) from /th/ with word pairs such as <i>think/fink</i> and <i>three/free</i>. Distinguish /th/ from /s/, where tongue is behind the teeth, with word pairs such as <i>think/sink</i>.
th	

Phoneme Graphemes	Details for Instruction
/th/ as in <i>mother</i>	<ul style="list-style-type: none">Voiced fricativeHow formed: tongue between the teeth with air escaping through narrow opening/th/ and /<u>th</u>/ are commonly confused with each other. Students can touch their throats to feel the vibration in /<u>th</u>/ and not in /th/. Also commonly confused with /v/. Help students feel the tongue between the teeth to distinguish it from /v/ (teeth on lower lip). Use word pairs such as <i>then/Venn</i>.
th	
/hw/ as in <i>wheel</i>	<ul style="list-style-type: none">Voiceless glideHow formed: lips are rounded, back of the tongue rises, vocal cords approach each otherThe /hw/ sound exists in only some dialects of American English.
wh	
/ng/ as in <i>ring</i>	<ul style="list-style-type: none">Voiced nasalHow formed: back of the mouth with back of the tongue highCommonly confused with /n/. Use word pairs such as <i>sin/sing</i> and <i>ban/bank</i>.
ng	
Vowel Sounds (listed in order of vowel valley, left to right)	
All vowels are voiced sounds	
/ē/ as in <i>feet</i>	<ul style="list-style-type: none">How formed: front part of tongue is very high in the mouthCommonly confused with /ī/. The mouth is in a smile position in the /ē/ sound with the corners of the mouth pushed back. Use word pairs such as <i>peach/pitch</i> and <i>eat/it</i>.
e, ee, ea, y, ie	
/ī/ as in <i>fish</i>	<ul style="list-style-type: none">How formed: front part of tongue is very high in the mouthCommonly confused with /ē/.
i	

Phoneme Graphemes	Details for Instruction
/ā/ as in <i>cake</i>	<ul style="list-style-type: none"> How formed: front part of tongue is mid-height, lips unrounded, facial muscles tensed Similar to /ě/ but tongue is higher and more forward.
a_e, ai, ay	
/ě/ as in <i>bed</i>	<ul style="list-style-type: none"> How formed: front part of tongue is mid-height, lips rounded, facial muscles relaxed May be confused with /ā/. Use word pairs such as <i>pet/pat</i> and <i>beg/bag</i>.
e, ea, e_e	
/ă/ as in <i>apple</i>	<ul style="list-style-type: none"> How formed: front part of tongue is low Commonly confused with /ě/.
a	
/ī/ as in <i>pie</i>	<ul style="list-style-type: none"> How formed: tongue begins low and moves higher and more front The /ī/ sound is a diphthong. Students may add extra letters when writing the sound (e.g., <i>skiy</i>).
i_e, y, i, ie, igh	
/ō/ as in <i>lock</i>	<ul style="list-style-type: none"> How formed: tongue is low and central This is the most open vowel position with the jaw fully dropped.
o	
/ū/ as in <i>up</i>	<ul style="list-style-type: none"> How formed: tongue is mid and central The tongue is relaxed in the center of the mouth.
u	
/ə/ as in <i>banana</i>	<ul style="list-style-type: none"> How formed: tongue is mid and central The schwa sound is a reduced vowel found in unstressed syllables and can be produced as a faster, more centralized /ű/ or /ĩ/.
a, e, i, o, u	
/ô/ as in <i>ball</i>	<ul style="list-style-type: none"> How formed: back of tongue is mid-height, lips slightly rounded In some dialects, the graphemes <i>o, a, au, aw</i> may be pronounced as /ô/.
o, a, au, aw	

Phoneme Graphemes	Details for Instruction
/ō/ as in <i>boat</i> o, o_e, oa, ow, oe	<ul style="list-style-type: none"> How formed: back of tongue is mid-height, lips are rounded Students may have difficulty distinguishing between /ô/ and /ō/. When saying /ō/ the lips will be rounder.
/oo/ as in <i>book</i> oo, u	<ul style="list-style-type: none"> How formed: back of tongue is high, lips pushed out Students may have difficulty distinguishing between /ōō/ and /ōō/. The lips will be rounder for /ōō/. Use word pairs such as <i>look/Luke</i>.
/oo/ as in <i>moon</i> oo, u, ue, ew, u_e	<ul style="list-style-type: none"> How formed: back of tongue is mid-height Students may have difficulty distinguishing between /ōō/ and /yōō/. Point out that /yōō/ has an extra sound: /y/ + /ōō/ = /yōō/. Have students say word pairs such as <i>fool/fuel</i> to hear the difference.
/yoo/ as in <i>cube</i> u_e, u, ew, ue	<ul style="list-style-type: none"> How formed: back of tongue is mid-height, lips are rounded Commonly confused with /ōō/. Students will notice that their tongues touch the roof of the mouth for /y/ and then flatten out, and lips round to say /ōō/.
/ou/ as in <i>house</i> ou, ow	<ul style="list-style-type: none"> How formed: starts off with the tongue high in back with lips rounded, tongue moves forward This sound is a diphthong that begins with /ă/ and moves to /w/. Have students see and feel the mouth position change.
/oi/ as in <i>boy</i> oi, oy	<ul style="list-style-type: none"> How formed: starts off with the tongue high in back with lips rounded, tongue moves forward This sound is a diphthong that begins with /ô/ and moves to /y/. Have students see and feel the mouth position change.

Phoneme Graphemes	Details for Instruction
/ûr/ as in <i>bird</i>	<ul style="list-style-type: none"> How formed: /ûr/ is an r-controlled vowel sound. The letter <i>r</i> affects the sound of the vowel that precedes it.
ur, er, ir	<ul style="list-style-type: none"> Help students hear the sound by having them say words such as <i>burn, verb, and third</i>.
/är/ as in <i>car</i>	<ul style="list-style-type: none"> How formed: /är/ is an r-controlled vowel sound. The letter <i>r</i> affects the sound of the vowel that precedes it.
ar	<ul style="list-style-type: none"> Help students hear the sound by having them say words such as <i>far, cart, and charm</i>.
/ôr/ as in <i>corn</i>	<ul style="list-style-type: none"> How formed: /ôr/ is an r-controlled vowel sound. The letter <i>r</i> affects the sound of the vowel that precedes it.
or, ore, oor	<ul style="list-style-type: none"> Help students hear the sound by having them say words such as <i>port, core, and door</i>.
/âr/ as in <i>chair</i>	<ul style="list-style-type: none"> How formed: /âr/ is an r-controlled vowel sound. The letter <i>r</i> affects the sound of the vowel that precedes it.
air, ear, are	<ul style="list-style-type: none"> Help students hear the sound by having them say words such as <i>hair, bear, and share</i>.

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Teacher Guide written by: Jennifer Cerra
 Art Director: Tannaz Fassihi
 Design: Cynthia Ng
 Photos: Adam Chinitz

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