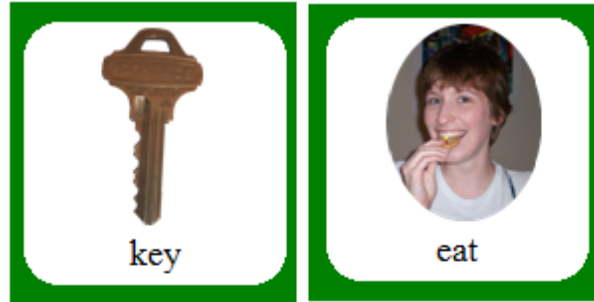


# CV, VC, CVC, and CVCV Articulation Cards



## Assembly Instructions:

### Materials:

- Sturdy paper to print the cards
- Lamination if desired
- Scissors
- Regular paper for printing worksheets

### Printing Instructions:

1. Print out the following pages on the front and back sides of the paper. If you print them in order, the back of each card will label whether the word is a CV, VC, CVC, or CVCV word.
2. Laminate each page if desired for additional protection. (Note: you can also do this after you cut the cards out if your lamination needs to be sealed around the edges)
3. Cut out each card along the green lines.
4. Sort cards by type (CV, VC, CVC, and CVCV) as needed and follow the directions for the speech activities on the next page.
5. Use the worksheets included in this set as homework or for specific practice on these words.\*\*

\*\*If you are a speech-language pathologist sending the worksheets home for a child to practice, be sure to mark at the top of each page whether you want the family to practice in imitation or spontaneous and in words, phrases, or sentences.

## Speech Activities:

### How are the words organized?

The cards in this deck are organized by word structure type. The four types present in these decks are consonant-vowel (CV, like “cow”), vowel-consonant (VC, like “up”), consonant-vowel-consonant (CVC, like “cup”), and consonant-vowel-consonant-vowel (CVCV, like “baby”). You will notice that the consonants and vowels used here describe the sounds in the word, not necessarily the letters. For example, the word “shoe” is made up of four letters but only two sounds because the “s” and “h” go together to make the “sh” sound and the “o” and the “e” go together to make the “oo” sound. (Spelling in the English language is so much fun, right?). Therefore, “shoe” would be an example of a consonant-vowel (CV) word.

### Who would benefit from using these cards?

The children who would benefit most from using these decks of cards are children who have multiple speech errors and have difficulty putting together simple words such as these. Children with apraxia of speech, autism, Down Syndrome, and severe phonological processes are all good fits for these cards as long as they are still working on putting together sounds to form simple words. If your child is difficult to understand and you’re not sure why, these cards are a good place to start. You can always move to more difficult words later when your child is ready.

### How do I choose which cards to start with?

1. Start with the consonant-vowel (CV) and vowel-consonant (VC) word cards. Hold up each picture and ask your child “what’s this?”. See if your child can say the word on his own. If not, these will be the decks you start with.
2. If your child *is* able to say the CV and VC words most of the time, move on to the consonant-vowel-consonant (CVC) deck. Ask your child “what’s this” for these words. If he cannot say these words most of the time, choose this deck to start with.
3. If your child *is* able to say the CVC words most of the time, move on to the consonant-vowel-consonant-vowel (CVCV) deck. If your child cannot say these words correctly most of the time, use this deck to start.
4. If your child is able to say all of those words, go back through and write down which particular sounds your child had trouble with when saying these words. Focus on teaching him that particular sound.

## Speech Activities Continued:

### How do we practice the cards we chose to start with?

1. First, have your child imitate the word after you. Say the word for your child and have him repeat it back. Practice it a few times until it sounds pretty good and then move on to the next word. You can do this while taking turns in a game or while playing with a favorite toy (for example, you could make him say a few words before he gets another piece of the train).
2. Once your child can imitate the words back to you most of the time with all of their sounds (it's ok if they're missing a few of the harder sounds like /r/ and /l/), then you will want to move to having your child say the words on his own. Hold up one of the pictures and say "what's this?". Have him attempt to say the word on its own. If he can say the word, praise him and move to the next one. If he cannot say the word, go back to imitation for that one and have him repeat it back after you. Then, move on to the next word.
3. Once your child can say these words on his own most of the time, you will want to move on to having him say them in two-word phrases. If your child is not yet combining two words together, you can try this step but don't push it if he's not able to do it. Try having your child say a word in front of the target word, such as saying "my ball, my bat" or "want shoe, want cow". You may have to model this for him several times before he's able to do this on his own.
4. Once your child is able to do this, you have a few options. If your child is speaking in sentences already, you can try having your child create sentences with the target word. For example, he could say "I see a cow" or "the cow is brown". If your child isn't speaking in full sentences, you can skip this and move on to the next hardest deck of cards to give him an extra speech challenge.

### How can I make this fun so my child wants to do it?

You can entice your child to want to work on speech sounds by making it fun! Try some of these ideas:

- Play a game while you work
- Trace something while you work
- Give them a piece to something after they do a little work (like a piece to marbleworks)
- Hold yoga poses while doing work
- Perform actions while doing work (can you say your word while hopping on one foot?)
- Shoot hoops or toss a ball while doing work
- Plastic coins/treasure in a slot for each word
- Put the picture cards in mailbox after you say them
- Find computer or I-Pad games that will work on the skill (like Articulation Station!)
- Have your child be the teacher and show you how to do it (get it wrong so they can correct you)
- Hide their words around the house and have them find the words
- Video tape or audio record them doing their words so they can watch/listen to it later
- Take pictures of them doing their words and make a book they can show others
- Tape words to walls in the bathroom, turn off lights, use flashlight to find and say them
- Put words on wall and shoot them with a dart gun, then say the word you shot
- Praise them a lot!!
- End with something they are successful with
- If it's too hard, back down to something easier and then mix in the harder ones
- If you get frustrated, end the session early.
- Mark their progress and show it to them, like on a chart or graph



lime

1

one



soap



phone



sock



pig

9

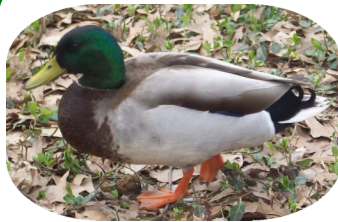
nine



lake



dog



duck



face



foot



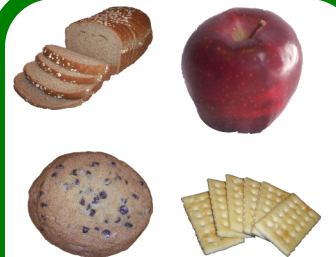
wave



fish

5

five



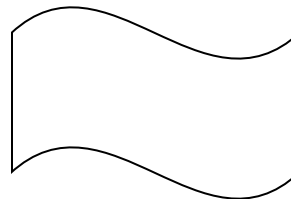
food



gas



gum



white



house

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words



hose



kite



knife



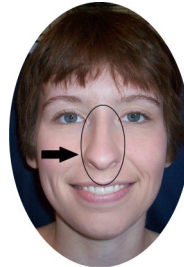
fan



leaf



leg



nose



light



hat



moon



mouse



mouth



bed



tape



bike



book



boot



bus



cake



cat

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words



coat



comb



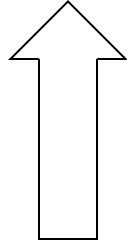
cup



dice



goose



up



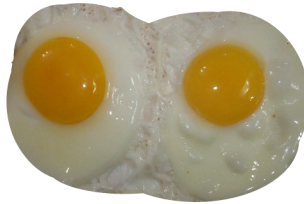
out



arm



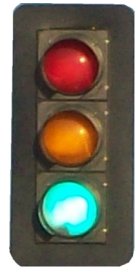
eat



egg



ice



go



bee



boy



cow



no



me



key



knee



pie



Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

VC Words

Speech and  
Language Kids

VC Words

Speech and  
Language Kids

VC Words

Speech and  
Language Kids

CVC Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

VC Words

Speech and  
Language Kids

VC Words

Speech and  
Language Kids

VC Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words



tie



you



bow



hay



paw



saw



toe

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

CV Words

Speech and  
Language Kids

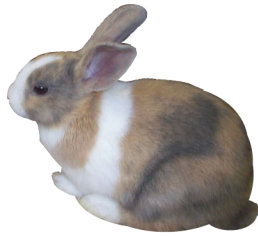
CV Words

Speech and  
Language Kids

CV Words



baby



bunny



taco



coffee



cookie



heavy



hammer



hippo



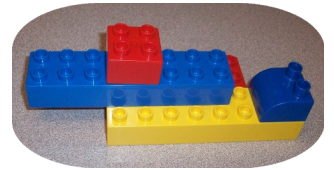
honey



ladder



lady



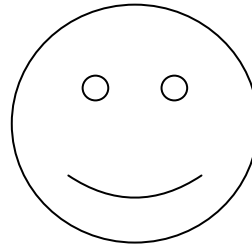
lego



yo-yo



money



happy



paper



penny



puppy



pillow



pony

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

Speech and  
Language Kids

CVCV Words

## Speech Practice Worksheet:

### Consonant-Vowel-Consonant (CVC) Words

Help your child practice saying these words at home. Here's what to do:

#### How to Practice

- Imitation: Have your child repeat after you. Say all sounds in the word clearly.
- Spontaneous: Have your child say these on his own. If he doesn't say all of the sounds, have him repeat it after you with the correct sounds.

#### What to Say

- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_\_" or "I see \_\_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.



hat



moon



mouse



mouth



bed



tape



bike



book



boot



bus



cake



cat

# Speech Practice Worksheet: Consonant-Vowel (CV) Words

Help your child practice saying these words at home. Here's what to do:

## How to Practice

- Imitation: Have your child repeat after you. Say all sounds in the word clearly.
- Spontaneous: Have your child say these on his own. If he doesn't say all of the sounds, have him repeat it after you with the correct sounds.

## What to Say

- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_\_" or "I see \_\_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.



tie



you



bow



hay



bee



boy



cow



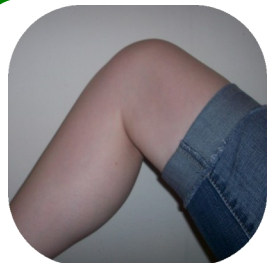
no



me



key



knee



pie

# Speech Practice Worksheet:

## Vowel-Consonant (VC) Words

Help your child practice saying these words at home. Here's what to do:

### How to Practice

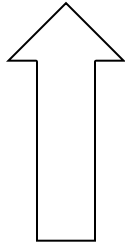
- Imitation: Have your child repeat after you. Say all sounds in the word clearly.
- Spontaneous: Have your child say these on his own. If he doesn't say all of the sounds, have him repeat it after you with the correct sounds.

### What to Say

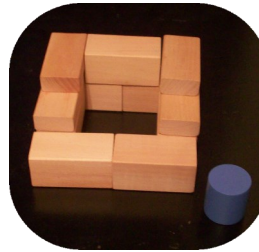
- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_\_" or "I see \_\_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.



eat



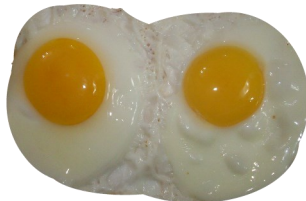
up



out



arm



egg



ice



## Speech Practice Worksheet:

### Consonant-Vowel-Consonant-Vowel (CVCV) Words

Help your child practice saying these words at home. Here's what to do:

#### How to Practice

- Imitation: Have your child repeat after you. Say all sounds in the word clearly.
- Spontaneous: Have your child say these on his own. If he doesn't say all of the sounds, have him repeat it after you with the correct sounds.

#### What to Say

- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_\_" or "I see \_\_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.



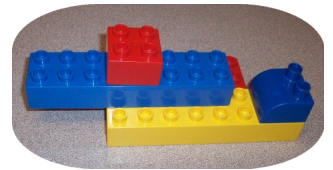
honey



ladder



lady



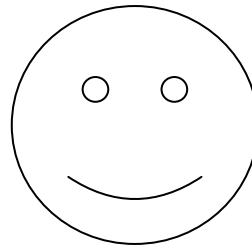
lego



yo-yo



money



happy



paper



penny



puppy



pillow



pony