



Artic Pix

**500 Photos for
Computer-Created Activities,
Games, & More**

User Manual

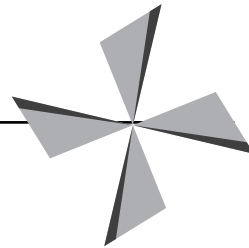


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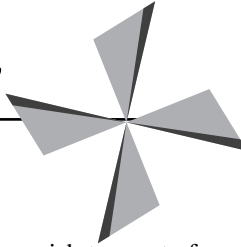
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Welcome to *Artic Pix!*



Artic Pix: 500 Photos for Computer-Created Activities, Games, & More is an easy-to-use software tool for professionals and parents who wish to create fun and motivating activities for articulation practice. *Artic Pix* is designed for the busy speech-language pathologist who needs a versatile, yet flexible, set of articulation materials. This resource features 500 different, full-color digital photographs, which target the typical phonemes found in error in children's articulation. Activities and templates for using the photos are included.

The *Artic Pix* CD-ROM contains the following:

- 500 digital full-color photographs across English consonant phoneme categories. The phonemes targeted are /b, tʃ, f, g, h, dʒ, k, l, m, p, r, s, ʃ, θ, ð, v, j, z/. Each phoneme is featured in the initial, medial, and final positions of words, with the exception of /h/ and /j/. (For a listing of all 500 photographs, refer to the **Complete Word List**, located in the *Help* menu on the *Artic Pix* CD-ROM.)
- 3 flash card templates (4" × 5", 2½" × 3½", and 2" × 2")
- 6 activity page templates: *Picto*, *Fido*, *Line Them Up*, *Shake-A-Pic*, *Spin-A-Pic*, and *Tic-Tac-Talk*
- An *Artic Pix Word List* PDF that shows a complete listing of photographs included. This PDF is located on the CD-ROM and can be accessed by choosing **Complete Word List** from the *Help* menu.

Using the photographs to create unique activities or traditional flash cards can add depth and variety to any remediation session. Regardless of the treatment approach being used, the age of the client, or the articulation target, the materials created using *Artic Pix* are fun, motivating, and easy-to-use. Although *Artic Pix* is designed for speech sound remediation, the photos can also be used to obtain a baseline measure of the child's articulation skills.

The CD-ROM contains photographs of objects in both familiar and novel portrayals. Full-color photographs, instead of illustrations, were used in an effort to more closely represent the objects and to provide a language-rich environment. Traditionally, articulation materials portray objects in a still-life setting or with the use of drawings. *Artic Pix* attempts to broaden the scope of the featured objects by placing them in interesting environments. Novel portrayals of some words naturally lend themselves to discussion. The soccer ball whistle, the funnel in the tin man, and the dolphin used as yard art are just three examples of novel portrayals. Some photos represent both a noun and a verb (e.g., *shovel*, *comb*, *polish*, and *saw*.) The photograph for *ribbon* allows for discussion of how ribbons are won as prizes and of the colors used for the ribbons. Details occur in some photographs to allow practice on more than the target word (e.g., the lion licking his lips for practice of initial /l/). Settings are varied from homes to nationally recognized museums, farms to cities, and the plains of Kansas to the beaches of Maui. These diverse environments provide language-rich articulation therapy.

The activity page templates included can be customized to provide stimuli for a wide variety of goals ranging from eliciting one-word responses to encouraging conversation. Developed with young-to-older children in mind, the variety of activity suggestions ranges from play-based to more formally structured games.

Follow the instructions provided on pages 3–4 to install and open the *Artic Pix* program. Then, follow the onscreen directions and menus for creating materials. Or, follow the activity instructions provided on pages 22–35 to construct and use the various templates. Consider purchasing *Artic Pix Resource Guide* (Cuda & Willard, in press) for extension activities.

Target Users

Artic Pix was developed with busy speech-language pathologists in mind; especially those who provide services in school, home, hospital, clinic, and university settings. With some guidance, the photos and activities can be used by paraprofessionals, teachers, and parents, to provide additional practice. *Artic Pix* is appropriate for use with students of all ages. The language-rich environment of the photos allows the use of the photos with students in the primary grades as well as intermediate, middle school, and high school students. The use of the photos in *Artic Pix* for therapy with adults is also appropriate.

Activities presented are best suited for small groups of three to five children. However, the activities can easily be modified to use

with individuals or groups of two. Some activities may be adapted to use with groups larger than five.

Goals

The primary goal of *Artic Pix* is to improve the intelligibility of children's speech. While *Artic Pix* is an excellent resource for providing sound-production practice, it should not be considered a comprehensive program for articulation therapy. *Artic Pix* provides a variety of activities and language-rich stimuli, however, additional activities will be required to help children generalize correct sound production in a variety of contexts and settings. The targeted sounds included in *Artic Pix* were selected as the most commonly addressed sound-production errors in therapy (Van Riper & Irwin, 1965) and include those sounds that occur with greatest frequency in spoken language (Faircloth & Faircloth, 1973). The selection of phoneme targets for *Artic Pix* also was made in part due to author experience.

Through use of the language-rich photos and activities, students will develop production of:

- Phonemes /b/, /tʃ/, /f/, /g/, /h/, /dʒ/, /k/, /l/, /m/, /p/, /r/, /s/, /ʃ/, /θ/, /ð/, /v/, /j/, and /z/
- Targeted phonemes in the initial, medial, and final positions of words (with the exception of those sounds which do not lend themselves to all positions [i.e., /j/ and /h/])
- Targeted sounds in a variety of contexts

In addition to the consonant phoneme singletons listed on page 10, dozens of /s/ blend words (including initial, medial, and final blends) can be found in the photograph library. To select photos containing /s/ blends, use the /s/ initial, /s/ medial, and /s/ final target-sound categories.

Because of the language-rich nature of photographs and activities featured in *Artic Pix*, the following language goals may also be achieved:

- Improved vocabulary development
- Improved awareness of word meanings
- Improved awareness of contextual clues and environments
- Increased use of descriptive language
- Increased development of pragmatic skills, including turn taking, problem solving, and cooperation

Fido

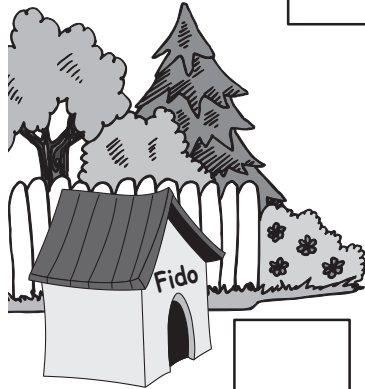
Activity Construction

Click and drag pictures into place to fill the 14 spaces on the *Fido* board (use more than one target-sound category, if necessary). Print the *Fido* board on heavy stock paper. Laminate it for increased durability.

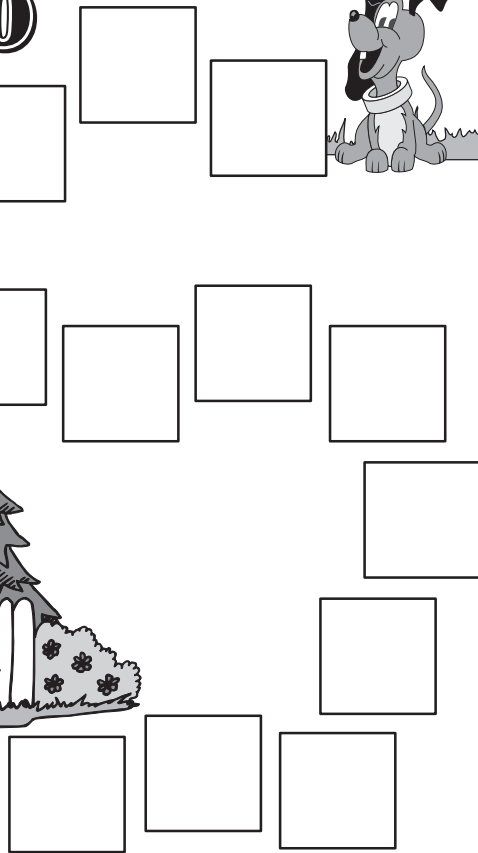
Activity Instructions

Locate a pawn for each player. Coins, marker caps, and small wooden blocks work well, but small dog figurines would be ideal. Use a die or spinner that contains only 1s, 2s, and 3s (create a die by writing on a small wooden block, if needed). Have players take turns shaking (or spinning) and moving along the *Fido* board, saying the target words they land on and/or pass over as they play. Celebrate the end of the game when all players have reached the doghouse. Send a copy of the *Fido* board home with children to play with family members for extra practice.

Fido



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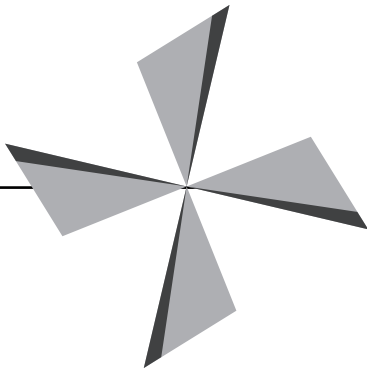
Artic Pix
Resource Guide

**50 Nifty Games
& Activities**

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Eau Claire, Wisconsin

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Coffee Cup

Materials

- *Picto* template
- 9-space flash card template
- Scissors
- Tape
- 9 large cups
- 15 game chips per child
- Printer paper or heavy stock paper



Assembly

1. Select nine target photos and place them in the nine-space flash card template.
2. Print one copy of the completed template and cut out the photos.
3. Tape one photo inside each cup.
4. Use the same nine target photos in the *Picto* template (arranged differently on each sheet) to create a unique sheet for each child.

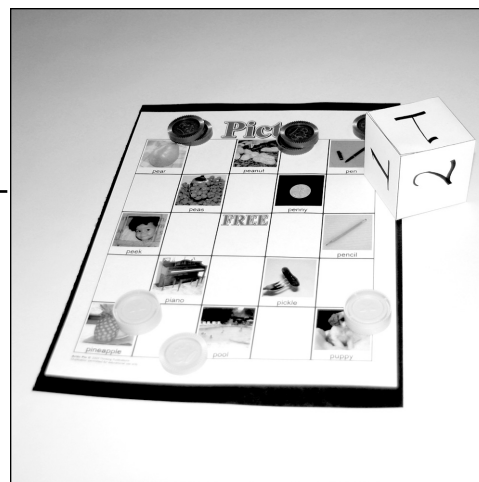
Directions for play

1. Place all nine cups upside-down in the middle of the table.
2. Give each child one *Picto* sheet and 15 game chips.
3. Have the first child pick up one cup and name the picture.
4. Have children place one game chip on their card, if they have the picture that was named.
If the child has more than one picture on his or her *Picto* sheet that matches the picture on the cup, have the child put a game chip on only one picture on the *Picto* sheet.
5. Have the child return the cup to the middle of the table, and mix up the cups.
6. Have children take turns drawing a cup and naming the picture until one child has five chips in a row.

Variation

- Instead of cups, use containers that fit a theme (e.g., baskets, flower pots, or party cups) or objects that involve a target phoneme (e.g., cups of a certain color or with a numeral written on them). Have children name the container when they select it.

Which Way Checkerboard



Materials

- *Picto* template
- *Shake-A-Pic* template
- Scissors
- Tape
- 12 game chips per child
- 1 pawn per child
- Printer paper or heavy stock paper

Assembly

1. Select 12 target photos and place them in the *Picto* template with a checkerboard pattern (i.e., alternating three photos in the top row, two photos in the second row, etc.)
2. Make and print a *Picto* checkerboard card for each child, rearranging the target photos on each card.
3. Print one blank *Shake-A-Pic* template and write the numeral 1 on half the squares, and the numeral 2 on half the squares.
4. Cut out, fold, and tape the *Shake-A-Pic* template to make a die.

Directions for play

1. Give each child one checkerboard card and 1 pawn.
2. Have children place their pawn on a blank space of their checkerboard.
3. Have the first child roll the die and move his or her pawn in any direction the number of spaces indicated on the die.
4. If the child's move ends on a photo, have the child name the photo.
5. When the child says the word correctly, give the child a game chip to place on the photo.
6. Have children take turns until one child has all photos covered.

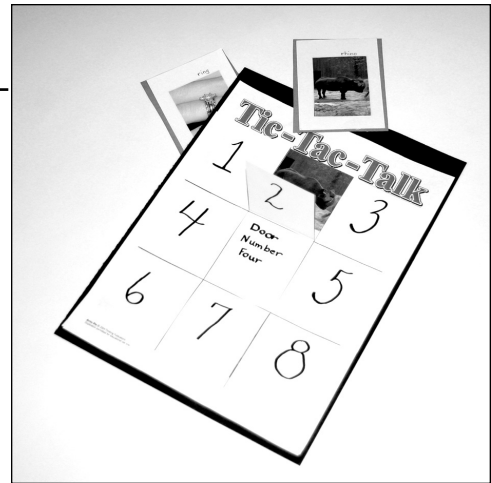
Variations

- For older children, use numerals 1–6 on the die.
- Hold a tournament week and keep score to find a grand champion. Provide a fun ribbon or trophy for each place.

Door Number Four

Materials

- *Tic-Tac-Talk* template
- Heavy stock paper
- Glue
- 9-card flash card template
- Scissors



Assembly

1. Select eight target words for each child and place them into the *Tic-Tac-Talk* template. Leave the center square blank. If children are working on the same sound, arrange photos in a different order on their templates.
2. Print one *Tic-Tac-Talk* photo template for each child.
3. Print one blank *Tic-Tac-Talk* template for each child. These must be on paper that is heavy enough so children cannot see the photo that will be underneath this paper.
4. Cut the lines on the blank *Tic-Tac-Talk* templates to within 1/4 inch of the center square, making flaps of each of the outside squares.
5. Number each of the flaps from 1–8. Do not put a number on the center square; rather, write, “Door Number Four” in this square.
6. Put glue on the center (blank) square of a photo template, then place the blank, numbered template on top of the photo template. Do not glue the flaps, so they can be lifted to view the photos underneath. This is the game board.
7. Using the same target words, make a nine-card flash card template for each child (one square will be blank).
8. Cut out the flash cards for each child. Keep each set separate from the other children’s flash cards.

Directions for play

1. Give each child a game board with the flaps covering the photos.
2. Give each child the matching set of flash cards in a stack, face-down on the table.
3. Have the first child draw a flash card, name it, then guess under which flap the matching photo is hidden.
4. Have the child lift the flap and name the photo under the flap.
5. If the flash card matches the game board, the child places that flash card on that square of the game board on top of the door. If the photos do not match, the child places the flash card on the bottom of his or her deck.
6. Have children take turns until one child matches all the photos on his or her game board.