

Velars and Stridents

Listening Activity

Goal: to increase your student's auditory awareness of the /k/ or /g/ sound and the /f, s, ch/, or /sh/ sound in the same word

Read these words and sentences to your student during a quiet activity like playing with action figures or coloring a picture. (See Materials Book, page 15.) Use an amplification system if available. Read slowly and distinctly with normal expression. Do not ask your student to repeat the words or sentences.

<i>kiss</i>	My cousin gave me a kiss.
<i>couch</i>	Our couch is made of fake leather.
<i>cough</i>	The smell of gas makes me cough.
<i>gash</i>	Gus has a gash on his leg.
<i>guess</i>	Can you guess how much cash I have?
<i>goofy</i>	The goose is acting goofy.
<i>sick</i>	Check your temperature when you're sick.
<i>shack</i>	The shack shook in the wind.
<i>chalk</i>	I put the chalk in a sack.
<i>fork</i>	Please give her a fork.

Learning Activity

Goal: to learn the /k/ or /g/ sounds and the /f, s, ch/, or /sh/ sounds in the same word

- ✓ Refer to the /k/ and /g/ sounds as "back sounds" and the /f, s, ch/, and /sh/ sounds as "noisy sounds." Remind your student to say the back sounds and the noisy sounds in the words in this unit. Use hand signals to cue your student as needed. (See Materials Book, pages 99-103.)
- ✓ Separate the sounds in the word into consonant-vowel-consonant. Say each individual sound, then blend them together. For example say, "k - i - ss, kiss."
- ✓ Ask your student to watch your lip and tongue movements in a mirror. Then ask your student to imitate the movement pattern.
- ✓ Say the word together in slow motion.

Velars and Stridents

Practice Activity

Goal: to say the /k/ or /g/ sounds and the /f, s, ch/, or /sh/ sounds in the same word

Choose a word from the flash cards that your student sometimes says correctly. Use the word over and over in your speech as you and your student play. Provide many opportunities for your student to say the word. For example:

- shake* Place a handful of pinto beans on a paper plate and then place another paper plate on top, stapling around the edges. Shake your homemade tambourine to music, using the word *shake* often.
- catch* Throw a ball to your student telling her to “catch” it. Drop the ball when it is thrown to you, asking “What did I forget to do?”
- sick* Pretend a doll is sick. Take its temperature, put a bandage on its arm, give it a Cheerio for a pill, etc. Use the word *sick* often as you talk about the doll. For example say, “Oh, no! Baby is sick. Let’s give the sick baby a pill.”
- sock* Make a sock puppet. Use an indelible marker to draw a face. Make up a funny dialog with the puppet that uses the word *sock* like “I am a sock puppet. My name is Mr. Sock. This was Taylor’s sock. Taylor lost the other sock.”

Here are some games to play with the flash cards.

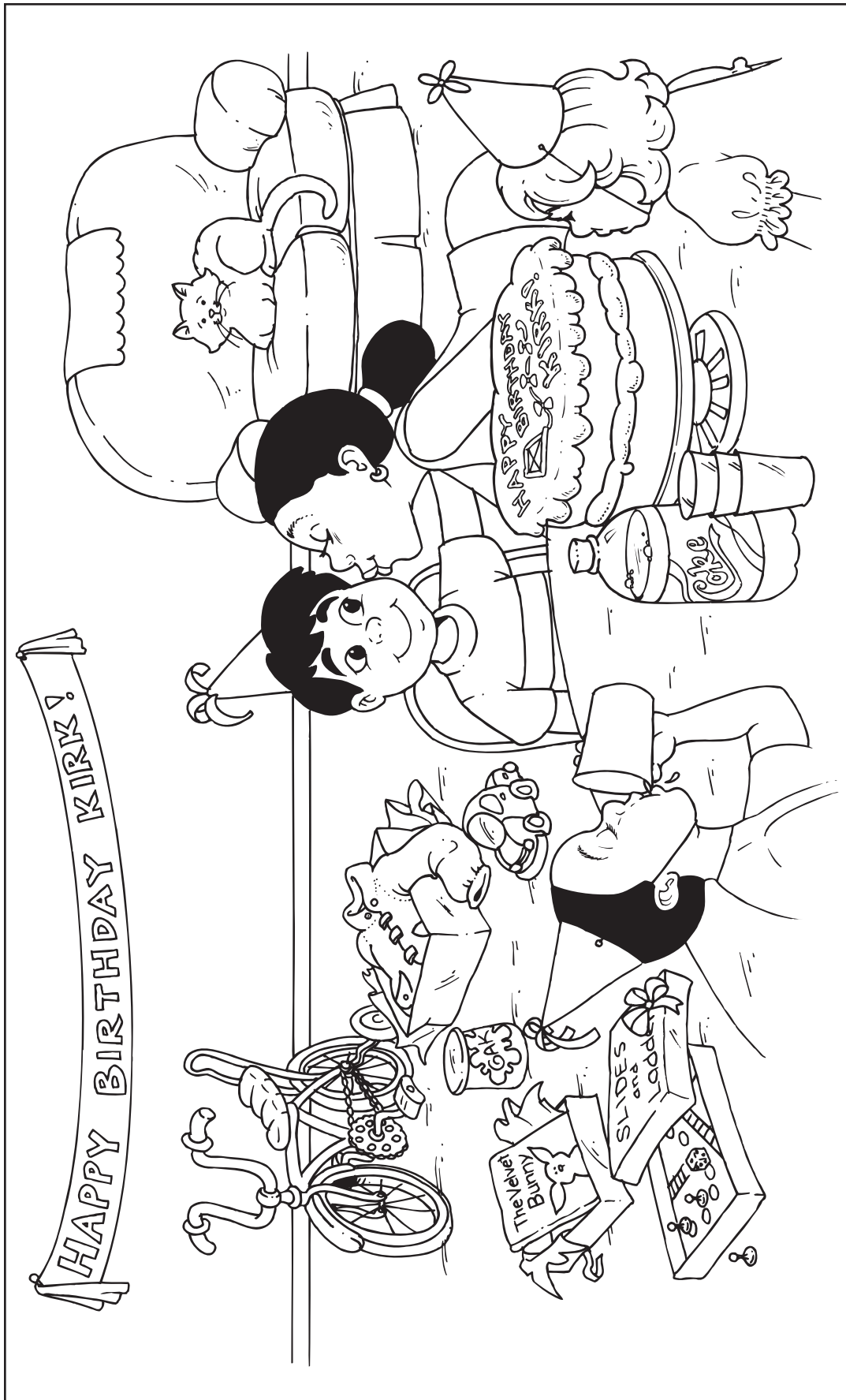
Catch a Koosh Ball—Play catch with a Koosh ball after practicing a word on a flash card three times. Say the word *catch* over and over as you play.

The Big Comfy Couch by Fundex—Try to find a matching picture after saying a word three times. Is there a couch in the school you can sit on while playing the game? (Learning is more successful when the environment is varied.)

Home Activity

Goal: to stabilize the /k/ or /g/ sounds and /f, s, ch/ or /sh/ sounds in the same word

- ✓ Send the note and the flash cards (on pages 115 and 38 in the Materials Book) home with the student for additional practice. The phonological pattern should be stimuable in therapy before asking the parent to work on it at home.



Color this picture. Then use these words to talk about the picture.

- | | | | |
|------|-------|-------|------|
| bike | cat | couch | hat |
| book | cheek | cup | Kirk |
| cake | coat | Gak | kiss |
| car | Coke | game | kite |

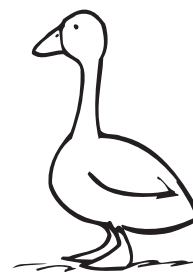
Velars and Stridents



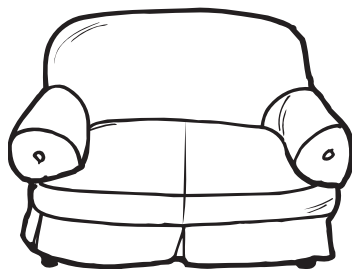
kiss



catch



goose



couch



cough



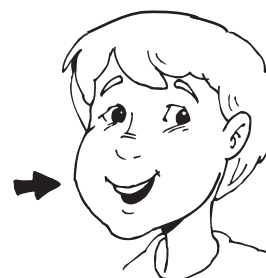
sock



shake



sick

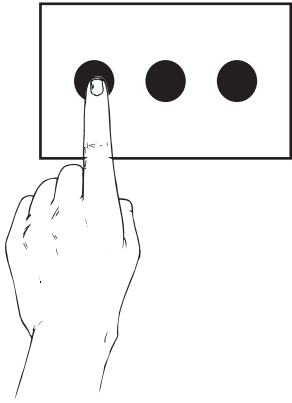


cheek



Hand Signals



 <p>words with 2 parts</p>	 <p>words with 3 parts</p>	 <p>starting sound</p>
 <p>ending sound</p>	 <p>middle sound</p>	 <p>back sound</p>
 <p>front sound</p>	 <p>noisy sound</p>	 <p>lip sound</p>