

## **GOAL 2: Your student will combine consonants and vowels to form syllables.**

These tasks will prepare your student for production of closed syllables, multisyllabic words, and multiword productions.

Your student should master several consonants made at different points of articulation before you begin syllable work. Your student without severe motor involvement should achieve 90% accuracy over two sessions. For more information on criteria, see page 9 in the Therapy Manual.

In this goal, syllables are taught in the following order:

- ◆ forming single syllables using consonant-vowel (CV) and vowel-consonant (VC) combinations
- ◆ sequencing same consonant-vowel (CV) combinations into strings of syllables
- ◆ sequencing syllables where the consonant remains constant, but the vowel changes on each syllable
- ◆ sequencing syllables containing varying consonants
- ◆ sequencing syllables where both the consonant and the vowel vary from syllable to syllable

Use the same sounds targeted in Goal 1 for the activities in Goal 2. As you go through these activities, teach your student prosody techniques. Refer to page 10 in the Therapy Manual for specific techniques. Teaching prosody techniques at the syllable level will help your student be more intelligible when he learns to produce words and sentences.

Prepare your students for more complex tasks by beginning each session with a review of vowels by using the “photo day” activity from Goal 1. Practice isolated consonants using the completed *Practice Pyramid* worksheets. Remember to use multisensory cues, particularly the hand signals, when reviewing the consonants. For a review of the multisensory cues, see page 10.

You’ll introduce a reinforcement system in this section. Following the sports theme, your student will earn a paper badge (pages 26-30 in the Materials Book) after successfully completing each of the activities in the program. Give your student a copy of the team jacket on pages 24 and 25 in the Materials Book. Your student can then glue her badges to her team jacket. *Note: You will need the team jacket, scissors, and glue for most of the activities throughout the program. You may need to make more than one copy of the team jacket.* This is a fun, concrete way for your student to see her progress!

## Activity 2

**Materials**     *Over the Hurdles* worksheet  
consonant trading cards  
hurdle badge

Today your student will jump over hurdles. Follow the same steps as in Activity 1, page 28, using the *Over the Hurdles* worksheet. This time, have your student form syllables by moving her trading cards over hurdles. Your student will earn the hurdle badge when she can move two or more players over the hurdles.



Set up a hurdling course for your student. Place five vowel trading cards either on the floor or on overturned cups placed about a foot apart.

Have your student hold a consonant trading card. As he steps over a hurdle, have him imitate the CV or VC combination made by combining the consonant and vowel sounds on the trading cards. Follow these steps for each vowel card to get to the end of the hurdling course.

**Objective 2:** Your student will produce consonant-vowel (CV) syllable sequences using an unchanging consonant and vowel.

## Activity 1

**Materials**     *Ring Swing* worksheet  
consonant trading cards  
5 vowel trading cards  
rings badge

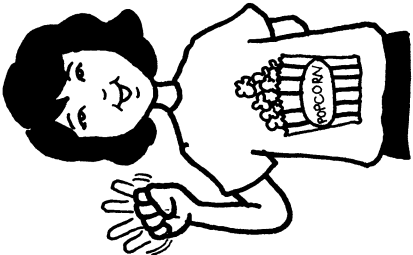
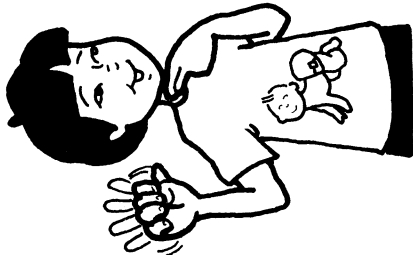
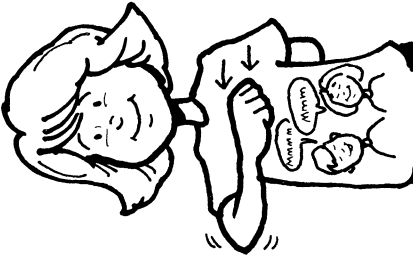


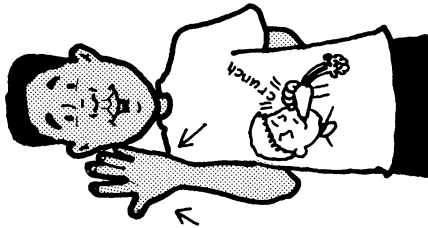
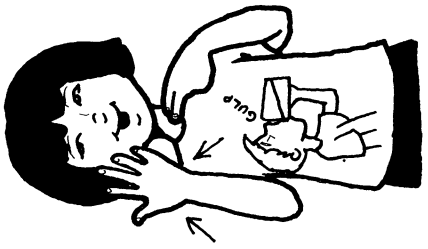
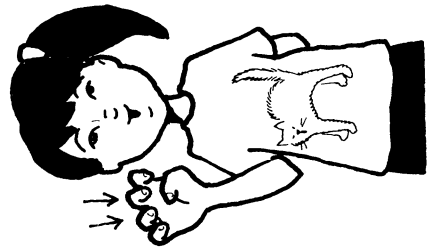


**Step 1**     Have your student help his teammates swing on the rings. Choose five vowel trading cards and one consonant trading card. Target a consonant your student can easily say.

**Step 2**     Place the consonant trading card on the first box on the *Ring Swing* worksheet. Place a vowel trading card on the box next to it. Touch the consonant and vowel cards as you say the syllable made by combining the sounds. Have your student repeat the syllable as you show the hand signal for the consonant.

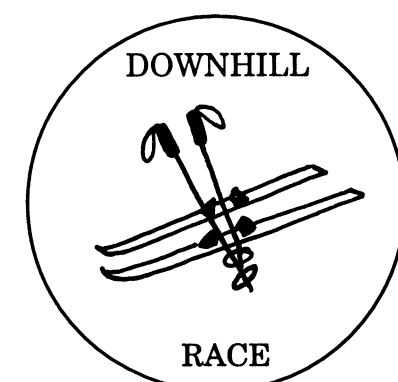
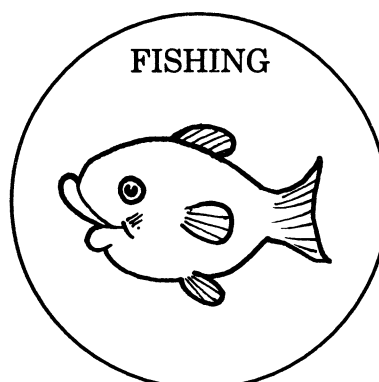
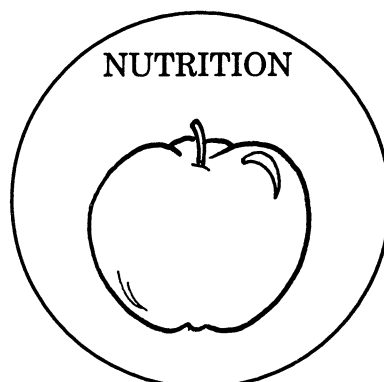
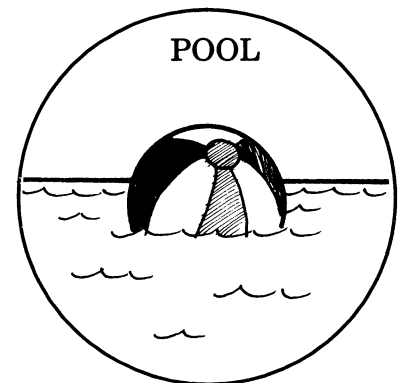
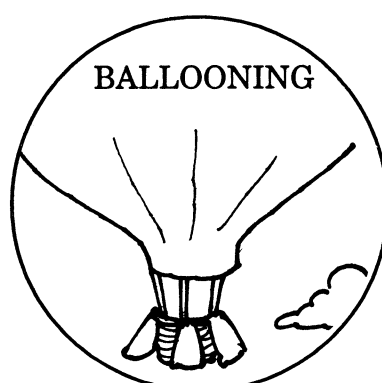
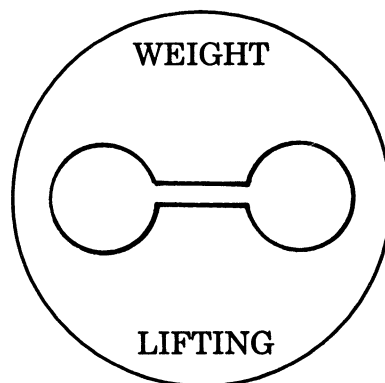
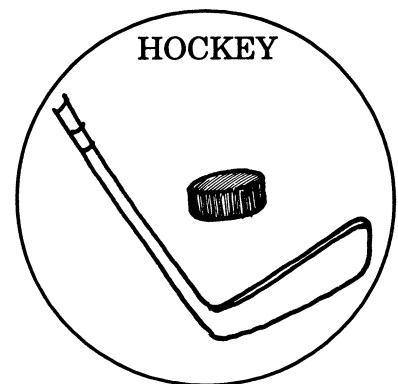
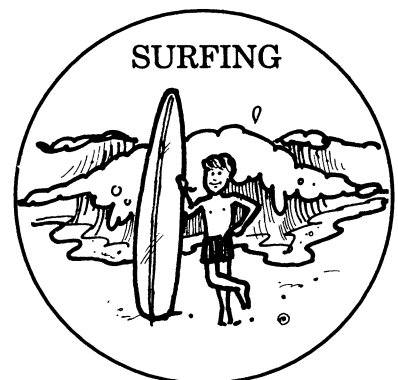
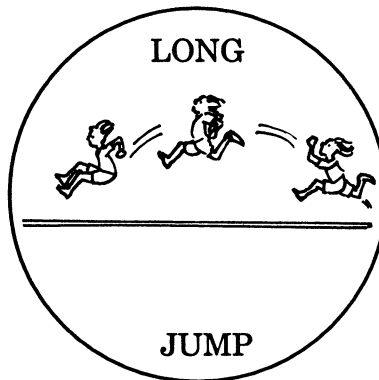
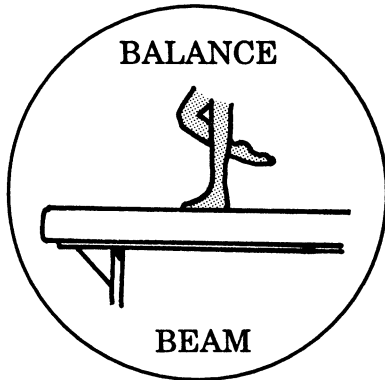
# Consonant Trading Cards

Name \_\_\_\_\_

Use these cards to teach consonants and their hand signals. Use the picture symbols as added cues for teaching consonant sounds. Descriptions of hand signals are in Appendix B.

<p><b>P</b></p>  <p><b>p</b></p>	<p><b>B</b></p>  <p><b>b</b></p>	<p><b>M</b></p>  <p><b>m</b></p>	<p><b>T</b></p>  <p><b>t</b></p>	<p><b>D</b></p>  <p><b>d</b></p>
<p><b>K</b></p>  <p><b>k</b></p>	<p><b>G</b></p>  <p><b>g</b></p>	<p><b>F</b></p>  <p><b>f</b></p>	<p><b>V</b></p>  <p><b>v</b></p>	<p><b>H</b></p>  <p><b>h</b></p>

# Badges



# Over the Hurdles

Name \_\_\_\_\_

Say each syllable as you move your teammate back and forth over the hurdles.

