

Introduction

Children with poor speech intelligibility frequently demonstrate deficits in phonemic awareness that affect their performance in the classroom environment. Although activities that focus on speech sounds and phonological patterns may result in improved speech, students with problems in these areas may experience difficulty learning phonics and performing various "decoding" activities in the classroom setting.

The activities in this book can be used to facilitate improved speech and to enhance phonemic awareness in school-age children. Although the activities were developed primarily for use in elementary school settings, they can also be used with older students who have experienced limited success in learning to read and spell.

This book is divided into five sections:

1. *Think About Sounds*. The activities in this section can be used to target phonological processes such as voicing alterations, stridency deletion, final consonant deletion, velar fronting, liquid deviations, and cluster reduction. To participate in the activities, students must be able to produce the targeted sounds at the word level in a structured environment.

The activities challenge students to rhyme words, change sounds within words, and use specific sounds to complete sentences. In addition to providing practice in sound production, the activities facilitate the development of phonemic awareness. Each activity focuses on a specific sound or group of sounds that have features in common (e.g., stridents).

2. *Sound Challenge*. The activities in this section facilitate phonemic awareness as students manipulate sounds in a variety of ways. Students are presented with words and asked to change specific sounds within these words (e.g., "Change the last sound in *tip* to /k/."). They are also asked to think of words that start or end with the same sound as a word given by the instructor (e.g., "Think of a word that starts with the same sound as *lose*.")
3. *Sound Contrast Picture Fun*. Each page in this section includes two pictures that represent a minimal pair (e.g., *pear* - *bear*). These pictures can be used when demonstrating contrasts in voicing, tongue position, stridency, and other features.

Game cards can be created by reproducing the picture pages and cutting out each of the pictures. Students can then be asked to think of words that rhyme with the pictured words or to think of words that have similar features (e.g., "Think of a word that starts with the same sound as the word in this picture.").

4. *Listen to the Story.* The five stories in this section provide students with practice in using commonly misarticulated sounds. They can also be used with children who exhibit specific phonological processes. After reading each story to the student, questions are asked. After the student has responded to the questions, he/she is asked to retell the story.
5. *Tell a Story.* Each of the five worksheets in this section includes a story starter that is read to the student by the teacher. The student is asked to use his/her target sound when creating an ending for the story.

The worksheets and picture pages in this book may be reproduced for distribution to students. The picture pages can be used to create student "storybooks."

Sample "answers" are included on the worksheets for items requiring one-word responses. Answers other than those listed, however, are possible for many of the items and should be considered correct. Space is included on the worksheets for scoring responses as correct or incorrect.

As children participate in the activities in this book, they are challenged to think about the sounds within words and to manipulate these sounds in a variety of ways. Such activities provide students with practice that will help them perform more successfully during "sound-oriented" tasks within the classroom.

"Back" Sounds: /k/

Fun with Rhyming

- Think of a rhyming word that starts with the sound /k/. These words also start with the letter "K."

- ___ 1. **Me** rhymes with _____. (key)
- ___ 2. **Night** rhymes with _____. (kite)
- ___ 3. **Leap** rhymes with _____. (keep)
- ___ 4. **Miss** rhymes with _____. (kiss)
- ___ 5. **Sing** rhymes with _____. (king)
- ___ 6. **Find** rhymes with _____. (kind)

- Think of a rhyming word that starts with the sound /k/. These words also start with the letter "C."

- ___ 1. **Mat** rhymes with _____. (cat)
- ___ 2. **Boat** rhymes with _____. (coat)
- ___ 3. **Ball** rhymes with _____. (call)
- ___ 4. **Girl** rhymes with _____. (curl)
- ___ 5. **Make** rhymes with _____. (cake)
- ___ 6. **Now** rhymes with _____. (cow)

Change the Sound

- Each of these words ends with the sound /k/. Change the first sound in each word to make a new word.

- ___ 1. back _____
- ___ 2. bike _____
- ___ 3. rock _____
- ___ 4. sick _____

- ___ 5. lark _____
- ___ 6. look _____
- ___ 7. leak _____
- ___ 8. buck _____
- ___ 9. take _____
- ___ 10. soak _____

Finish the Sentence

- **Finish each sentence with a word that starts with the sound /k/. The word may start with the letter "C" or the letter "K."**

- ___ 1. I'd like to drink a cup of hot _____. (coffee, cocoa)
- ___ 2. The flame was bright on the _____. (candle)
- ___ 3. On Halloween we get lots of _____. (candy)
- ___ 4. We ate the birthday _____. (cake)
- ___ 5. The temperature was very _____. (cold, cool)
- ___ 6. I use a knife to _____. (cut)
- ___ 7. A rabbit likes to eat _____. (carrots)
- ___ 8. Blue is my favorite _____. (color)

- **Finish each sentence with a word that ends with the sound /k/.**

- ___ 1. Dogs like to _____. (bark)
- ___ 2. Let's ride on a _____. (bike)
- ___ 3. I want to read a _____. (book)
- ___ 4. To stop the car, you need to put your foot on the _____. (brake)
- ___ 5. What time does it say on the _____? (clock)
- ___ 6. Mary told a very funny _____. (joke)
- ___ 7. Bob didn't go to school because he was feeling _____. (sick)
- ___ 8. Mr. Jones drives a very large _____. (truck)

Construct a Sentence

- Make up a sentence that includes the words below.

1. cool - car

2. kite - care

3. come - cat

4. call - catch

Twisters

- Repeat each of these sentences.

- ___ 1. Kelly's cousin caught Ken's cold.
- ___ 2. Kevin can't comb Kathy's curly hair.
- ___ 3. Carla kicked her cute cat's ball.
- ___ 4. Kurt's can of coins is in Ken's car.
- ___ 5. The king kept cool in the cozy castle.
- ___ 6. Kim's kids can't cook in the kitchen.
- ___ 7. Look at who took Rick's rake.
- ___ 8. Tell Frank that the rock sank in the sink.
- ___ 9. The duck took the pink sock.
- ___ 10. Hank took the tank to Rick.

Story 5

The Lion and the Lizard

Target Phonological Process: liquid deviations; cluster reduction

Target Sounds: /l/, /r/, and clusters

Roary the Lion was the King of the Jungle. The other animals ran when they saw him. One day when Roary was eating a loaf of rye bread, he heard a squeak.

"I'm Lippy the Lizard, and I'd like to be your friend," shouted the small lizard.

Roary the Lion roared with laughter.

"Why would I want to be friends with a small green animal," shouted Roary.

"You shouldn't make fun of me just because I look different from you," answered Lippy Lizard. Then Lippy the Lizard jumped onto a leaf and started to cry.

Roary the Lion thought about what Lippy the Lizard had said. He talked to Lippy and learned that Lippy was very nice and very smart.

After that day, Roary became a very nice lion. He was nice to animals of all different colors and sizes. All of the animals became friends with Roary, and they were all happy that Roary was the King of the Jungle.

Suggested Questions

What was Roary the Lion eating?

What did Roary do and say when Lippy Lizard asked to be his friend?

What did Lippy the Lizard say after Roary laughed at him?

What happened next?

• **Now tell me the whole story!**

Words starting with /r/:

Roary
ran
rye
roared

