

# CommTap

*Communication Support*

## Speech Sound Resource Pack

Target Sound:

k



'k' changed to  
'g' at the  
beginning of  
words

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## Background

[Commtap CIC](#) is a community interest company providing free resources to support the development of speech, language and communication for children and young people.

The speech sound resource packs were developed to provide a clear and easy to use package for speech and language therapists to give to parents/carers and education staff to support working towards identified targets on speech sounds.

## How to use this resource pack

It is recommended this resource pack is used under the guidance of a speech and language therapist who has completed an assessment with your child. It is recognised that this is not always possible, so the pack has been designed with easy-to-follow steps to work through at your child's pace.

Praise is an important part of supporting your child to develop new sounds. Use specific praise to highlight what went well, for example, 'I heard a brilliant 's' on the word sun'. Praise attempts at sounds that your child finds tricky, for example, 'that was a really good try at an 's' sound'.

## What if my child does not make progress?

If you have attempted to follow the pack with little progress, it is recommended that you consult a qualified speech and language therapist for further guidance. Your local NHS speech and language therapy department can be found by carrying out an internet search for 'area name + NHS children's speech and language therapy'.

## Can I use my own phonic/speech symbols with the pack?

Sometimes your child may be using a phonics system at school or home. Generic pictures to represent sounds have been included alongside the activities in this pack – these can be substituted for the pictures your child already uses as part of their phonics teaching at school/home if needed.

## How can I keep track of my child's progress?

There is a record sheet in the resources section at the back of the pack – this can be used to keep a record of the sections you work through with your child, and how long it takes. Little and often practice is recommended. Think about times during the day when you could practice for a few minutes.

## What if I am unsure about how to use the pack?

Instructional videos moving through all the steps included in the pack can be found here: [commtap.org/resource-pack-videos](https://commtap.org/resource-pack-videos).

Further information on using the packs is available here: [commtap.org/resource-packs-help](https://commtap.org/resource-packs-help). You could also post a question on the Commtap Facebook group page: [facebook.com/groups/commtap](https://facebook.com/groups/commtap).

## What is available on the Commtap website?

The [Commtap website](https://commtap.org) (commtap.org) provides a variety of free communication resources and advice on developing speech, language and communication skills. There are further speech sound resource packs available for different speech sounds and language elements.

## How can I contact Commtap?

You can complete the [contact form on the website](#), send an email to [tap@commtap.org](mailto:tap@commtap.org).

This page helps you to understand different vocabulary terms that are used in the resource pack.

**Auditory Discrimination** – Being able to hear the difference between sounds and between sounds in words.

**Minimal Pairs** – Pairs of words where one sound is changed, for example, 'sun' and 'done' (listen to the sounds rather than look at how the word is spelt).

**Phrase** – A short utterance (something you say) of 2-3 words.

**Silent Sorting** – Thinking about the word in your head rather than hearing somebody say it.

**Single Sound** – A sound by itself, for example, 'sssss'. When you say the sound, be careful not to add a vowel sound on the end, for example, 'suh'. Avoid calling the sounds by their letter names, for example, 'ess'.

**Target Sound** – The sound you are focussing on changing.

Learning a new sound can be a daunting process. Often children can say the individual sound but when they try to say it in a word, it changes back to the sound pattern they have stored in their head for that word, for example, your child can say 'p' by itself, but when they say the word 'pig', they produce it as 'big'.

It is easier to think about learning new sounds as a set of steps that you work through at your child's pace. This starts with listening and understanding the difference between sounds and ends with being able to generalise the sound into all words when talking in conversations.

This pack will provide guidance and ideas for each of the steps. You may find your child picks up some steps quicker than others – this is ok. If you have not received guidance from a speech and language therapist about where to start the pack, it is recommended you start at the beginning and work through the steps checking your child can achieve each skill before finding the step you need to start with. The titles of each section are colour coded so it is easy to see which step you are working on.



Using the sound accurately in conversation

Using the target word in a sentence story

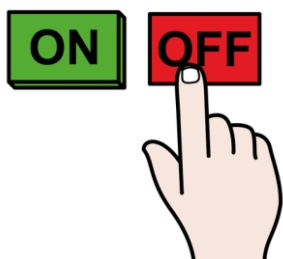
Saying the target word in a phrase

Saying the target sound in a word

Saying the target sound with a vowel

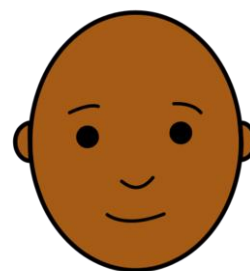
Saying the target sound by itself

Listening to and storing the target sound



When talking with your child, attempt to reduce as much background noise as possible. For example, turn off music/television, move to a quieter place.

Try and position yourself so you can see your child's face.

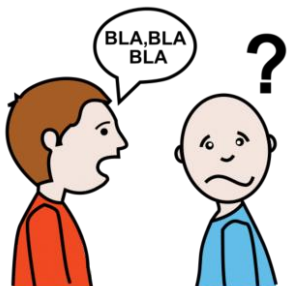
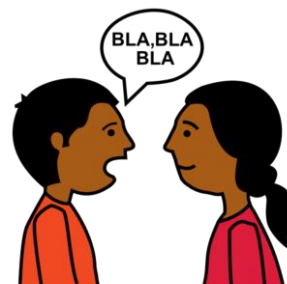


Listen to what your child is saying. Were there any key words you could hear? What situation are you in? Is your child using other means to communicate such as pointing or showing you an object?

Repeat back your child's words for them to hear the accurate way to say the sound. Repeat the word if you can, for example:

Your child: 'I saw a gog'.

You: 'You saw a dog! A brown dog'.



Avoid asking your child to repeat a word with the correct sound.

Acknowledge that you have not understood – you could try asking your child to show you, or ask another person to listen, or come back to the conversation later.

Auditory discrimination is the ability to hear/listen to the difference between 2 or more different sounds. These could be individual sounds such as 'k' and 't', or the sounds as they are used in words, for example, 'see' and 'bee'.

Auditory discrimination is about how the words sound, not how they are written. It involves the child listening to others say the sounds/words. The child does not need to say the sounds or the words themselves.

Auditory discrimination is a key skill for understanding the different meanings of words that you hear and for helping to develop the full use of your speech sound system. For example, you need to be able to understand that 'cat' and 'bat' are different words and have a different meaning. The activities below will help your child to develop their auditory discrimination skills.

## Sound Moves

### Equipment

- Sound Moves game cards – see resources index
- Single sound cards – see resources index



### Instructions

- Put the sound symbols cards in different places in the room.
- Tell your child which sounds the cards represent.
- Place the sound moves cards face down in a pile.
- Explain to your child you are going to choose a sound moves card and then say one of the sounds and they have to move to the sound/word in the way the card tells you, for example, jumping.
- Choose one of the sounds to say and see if your child can move towards the correct one.
- After a few turns, ask the child to choose a new sound moves card.
- Make sure you don't stick to saying alternate sounds, for example, k then g then k. Sometimes do the same sound to check your child is hearing the difference.
- If your child finds it hard to go to the correct sound, say the sound again as a choice, for example, 'k' – 'which sound did I say?' – 'k?' (point to k sound) 'or g?' (point to 'g' sound).

### Let's Make It Harder

Use minimal pair cards instead of single sounds. Cover your mouth when you say the sound, so your child is hearing what you say rather than seeing how your mouth moves.



## Posting

### Equipment

- 2 shoe or cereal boxes with a posting slot cut in
- Single sound cards/minimal pairs – see resources index
- Paper cut into letter shapes



### Instructions

- Stick a sound on the front of each box. When you say the sound, your child posts a letter in the correct box. You can use minimal pairs for this game too.

## Throw It!

### Equipment

- 2 boxes/tubs
- Bean bags or small soft toys
- Single sound cards or minimal pair pictures – see resources index

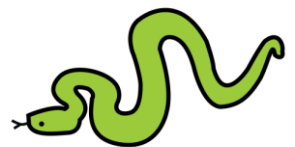
### Instruction

- Place the tubs/boxes at one end of the room.
- Stick the single sound or minimal pairs pictures on the tub/box.
- Explain to your child you are going to say a word/sound and that they have to throw the toy into the correct box.

## Sound Snake

### Equipment

- Paper and pen
- Stickers, counters, coloured pens/pencils or ink stamps
- Single sound cards – see resources index



### Instructions

- Draw a snake on a piece of paper.
- Draw lines on the snake to make different sections.
- Explain to your child that you are going to say different sounds, and, when they hear a 'k' sound, they need to put a sticker on/put a counter on/colour in/stamp the snake.
- Continue until the snake is full.
- You could say lots of different sounds, not just the 2 you are working on.

### Let's Make It Harder

Draw 2 snakes and place a minimal pair card at the top of each snake. Your child listens to which word you say and puts a sticker (etc.) on the snake under the word. You could also change the pictures from snakes to ladders, stepping-stones or another picture that the child is motivated by.

## Car Race

### Equipment

- Paper and pen.
- A toy car
- Single sound cards/minimal pairs – see resources index



### Instructions

- Draw a road on a piece of paper. Draw lines on the road to make different sections. Place the target sound at the end of the road.
- Explain to your child you are going to say different sounds and when they hear a 'k' sound, they need to move the car up the road. Praise your child.
- Continue until the car reaches the end of the road.
- You could say lots of different sounds, not just the 2 you are working on.

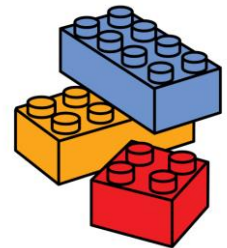
### Let's Make It Harder

Draw 2 roads and find an additional car. Place a minimal pair card at the top of each road. Your child listens to which word you say and moves the car on the correct road until one wins.

## Tower Build

### Equipment

- A selection of building blocks
- Single sound cards/minimal pairs – see resources index



### Instructions

- Explain to your child that you are going to say a sound and that you want them to place a brick on the picture of the sound you said. Use the target sound and the sound your child is substituting it for.
- Encourage your child to build a tower as they hear the sounds.

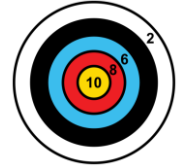
### Let's Make It Harder

Use minimal pair cards and follow the above instructions.

## Target Throw

### Equipment

- 2 large boxes or containers
- A selection of cuddly toys, soft ball or small bean bags
- Single sound cards – see resources index



### Instructions

- Tape a single sound card on each box. Use the target sound and the sound your child is substituting it for.
- Explain to your child you are going to say a sound and they have to throw the toy/ball/bean bag in the correct box. Praise your child.

### Let's Make It Harder

Use minimal pair cards and follow the above instructions.

Now your child can hear the difference between the target sound and other sounds in words, the next step is to think about these sounds in your head.

This step can be challenging for some children as they have to change the way they have stored sounds in their head.

Start off trying some sorting activities – use the picture cards from the resource index relating to the sound your child is using and the sound they are trying to achieve.

## Posting Game

### Equipment

- 2 shoe/cereal boxes with a posting hole cut in
- Single sound cards for your target/current sounds – see resources index
- Picture cards for your target/current sound – see resources index

### Instructions

- Tape the single sound cards on the front of the boxes.
- Cut out and mix up the picture cards for the sounds.
- Show your child the sound and say the word. Ask your child to listen to which sound the word starts with and post it in the correct box, for example, 'does 'car' start with 'k' or 'g'?'
- If your child attempts to put the sound in the incorrect post box, say both versions of the word while pointing to the box, for example, 'is it 'car' and goes in the 'k' box, or is it 'gar' and goes in the 'g' box?'

### Let's Make it Harder

Once your child can confidently sort the words by listening to them, say, 'I'm going to show you a word, I'm not going to say it and don't want you to say it. I would like you to think about the word in your head and work out which sound it starts with'. Encourage your child to post the word in the box of the sound it starts with.



### Sorting Game

#### **Equipment**

- Sorting game sheets for your target/current sound – see resources index
- Picture cards for your target/current sound – see resources index



#### **Instructions**

- Cut out the 2 place cards – castle and tent.
- Explain to your child you are going to show them a picture and tell them the name. If the picture starts with a 'k' sound they put it in the castle, if the picture starts with a 'g' sound they put it in the garden.
- If your child attempts to put the sound in the incorrect place, say both versions of the word while pointing to the box, for example, 'Is it 'car' and goes in the castle, or is it 'gar' and goes in the garden?'

#### **Let's Make it Harder**

Once your child can confidently sort the words by listening to them, say, 'I'm going to show you a word, I'm not going to say it and don't want you to say it. I would like you to think about the word in your head and work out which sound it starts with'. Encourage your child to put the word in the correct place.

This process is called silent sorting. You are using the information stored in your brain to work out what the sound starts with. This is an important step of learning a new sound.

Once your child can listen to the sound, sort words beginning with the target and current sounds and silent sort by thinking about sounds, they are ready to move on to learning to say their new sound.

Some children may already be able to produce the target sound – if this is the case, you can move past this section to ‘saying the sound with a vowel’.



The ‘k’ sound can be represented by a camera symbol. ‘k’ can be represented by both ‘c’ and ‘k’ letters in spelling.

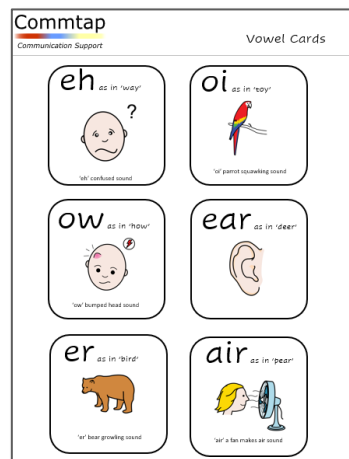
A ‘k’ sound is called a plosive. This means that parts of your mouth come together and release the air quickly – like an explosion. The ‘k’ sound is made at the back of your mouth with your tongue staying down at the front.

Some children find using a mirror helpful when practising this sound.

- First make the sound yourself – look in the mirror and work out what parts of your mouth you use to make this sound.
- Encourage your child to have a big open mouth with their tongue down at the front of their mouth.
- Encourage your child to move the back of their tongue up towards the back of their mouth to make a ‘k’.
- Your child may find it helpful to hold their tongue down at the front with their finger to start with.
- When practising a new sound, it will be useful to do this for one to two minutes, 4-5 times a day.
- Praise your child for any attempts.

Once your child can produce the single target sound, you are ready to move on to putting the target sound with other sounds to make words.

The next step is to put the target sound with a vowel sound. You will need the vowel cards from the resources section and your target sound card.



Practice mixing different vowel sounds with your target sound, for example, 'k' 'ar', 'k' 'eeh'.

Start by having a small gap between the two sounds. If your child can do both the sounds next to each other, attempt to blend them together, for example, 'kar' 'keeh'. Sometimes when you blend sounds together it will make a word, other times it will make a non-word. This is ok.

Sometimes children find it hard to blend the sounds together and will add the sound they are currently using, for example 'ktar' instead of 'kar'. If this happens, continue to have a small gap between the two sounds and move on to the single words section continuing to use the small gap when you are practising words, for example, 'k ey'. With lots of practice, the gap will gradually decrease. Praise your child for any attempts.

## Ideas for Activities

Use commercially available turn taking games – say a vowel and consonant together, then take a turn at the game.

## What if my child says the sound incorrectly?

This will happen. The best way to support your child is to praise their attempt and try again together. As your child becomes more confident, you can give them a choice, for example, your child says, 'gar', you say, 'is it gar or car?'.

### Pairs



#### **Equipment**

- 2 copies of target sound word cards – see resources index

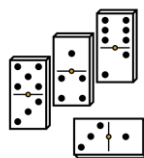
#### **Instructions**

- Prepare 2 sets of picture cards.
- Place picture cards face down on the table in front of you.
- Take turns at choosing 2 pictures each. Say the words with your target sound as you turn them over.
- When you match 2 pictures, you keep the pair and have another turn.
- If the pictures don't match, turn them back over, and the turn goes to the other person.
- The winner is the person with the most pairs of pictures at the end of the game.

### Dominoes

#### **Equipment**

- A copy of sound dominoes – see resources index



#### **Instructions**

- Cut out the dominoes.
- Deal them out between the game players.
- The player who goes first can put down any of their dominoes.
- Each person then has to put down a domino that matches one of the pictures at either end to make a long line.
- As you put down your domino, say the words with the target sound.

### Dice Game

#### **Equipment**

- A copy of the dice game – see resources index
- A dice
- Counters

#### **Instructions**

- Each take a turn at rolling the dice – find the picture next to the number you rolled.
- Say the word and then cover the picture with a counter.
- Finish the game when one number has its pictures covered with a counter.



## Sound Dice

### Equipment

- A copy of the sound dice – see resources index
- A game you need a dice for

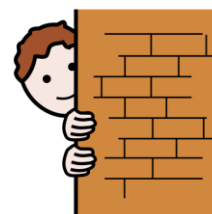
### Instructions

- Play a regular game with the sound dice.
- Each time you roll a number say the word for that number before having your turn at the game.

## Hide and Seek

### Equipment

- Target sound word picture cards – see resources index



### Instructions

- Hide some sound cards around the room for your child to find.
- Ask your child to say the word with the target sound every time they find a picture.
- You can swap rolls and ask your child to hide some pictures for you to find.

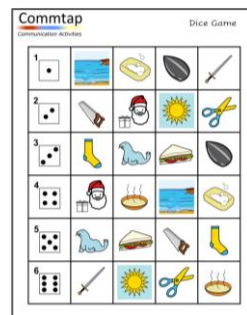
## Dice Game

### Equipment

- A copy of the dice game – see resources index
- A dice
- Counters

### Instructions

- Each take a turn at rolling the dice.
- Find the picture next to the number you rolled.
- Say the word and then cover the picture with a counter.
- Finish the game when one number has all its pictures covered with a counter.



## Lotto/Bingo Game

### Equipment

- 2 x copies of the sound lotto game boards – see resources index. Cut one copy up into individual pictures, keep one copy as the whole board.

### Instructions

- Give each player a lotto board.
- Place the picture cards in a face down pile.
- Each take turns at choosing a picture card and saying the target word.
- If the word matches a picture on your board, cover it up.
- If the word does not match, place it in a discard pile.
- The first player to cover their board is the winner.

## Find It!

### Equipment

- Find It! Game board and cards – see resources index

### Instructions

- Place the find it board on the table in front of you.
- Place the cards in a face down pile.
- Each take turns at turning a card over – say the word with the target sound and race to be the first person to find it on the game board.
- The person who finds it, says the word again and keeps the card.
- The winner is the person with the most cards at the end of the game.



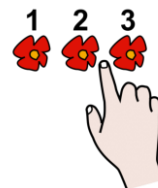
## Count a word..

### Equipment

- Dice
- Target sound word pictures – see resources index

### Instructions

- Roll the dice and use the number you rolled to count out pictures. Say them in a row and see if you can remember all the target sounds.



Once your child can say the target sound consistently at the beginning of single words, you can start to build other words on to this to make a phrase. A phrase is 2-3 words put together, for example, 'a yellow car.'

Start by adding one word to the target word – using a descriptive word is a good way to do this, for example, 'hot cow', 'white car'. You can also use a repetitive 'I' phrase, for example, 'I like cars', 'I like cows', 'I've got cup', 'I've got cat'.

Avoid adding extra words which contain your target sound as this level of practice happens at a later stage.

As your child becomes more confident, you can put the target word in different places in the phrase, for example, 'car is blue' 'I like castles'.

You can use all the same activities you explored in the saying the sound in a single word section – just add an extra word or two when you practice your target word.

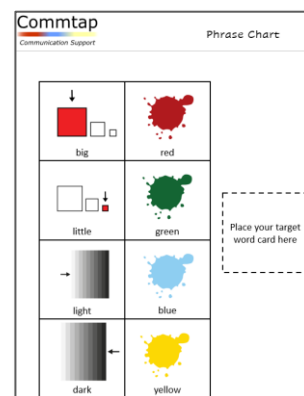
## Phrase Builder Chart

### Equipment

- Phrase builder chart – see resources index
- Picture cards for target sound – see resources index

### Instructions

- Choose a picture card and place in the box after the word columns.
- Make mix and match phrases, for example, 'little red cup', 'light blue car'.
- Practice using your target sound in the phrase you make.
- The sentences can be silly.
- You can play a turn-taking game alongside making phrases to make the task more motivating.



Once your child is confidently using their target sound in phrases, you can start to increase the number of words used with the target word by developing sentences.

The same activities can be used, just adding more words to make longer sentences. There are also some ideas for games specific to working at a sentence level here.

## **Barrier Game**

### **Equipment**

- 2 x copies of barrier game 1 and barrier game 2 – see resources index
- A barrier so you are unable to see each other's pictures, for example, a stack of books.



### **Instructions**

- Each person has a set of larger pictures set out on the table in front of them.
- Spread the smaller pictures out to the side of the larger pictures.
- Put a barrier between you, so you are unable to see each other's pictures.
- The first player chooses a smaller picture and places it on a larger picture, for example, the cat on the car.
- The first player then tells the other player where they have put the picture.
- The other player follows the instruction, and the barrier is removed to check the picture is in the right place.
- Switch roles.
- You can make it harder by putting 2 or 3 pictures in different places.
- The aim is for your child to remember to use the target sound in the target words when speaking in sentences.

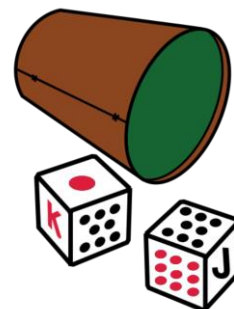
## Silly Sentence Game

### Equipment

- Silly sentence dice – see resources index

### Instructions

- Each take a turn at rolling the dice – all words on the dice have the target sound in.
- Start with 2 dice. Once you have selected the words, you have to make up a sentence with both the words in, remembering to say the target sound.
- If your child can say both words with the target sound, roll 3 or 4 dice to make a longer sentence with more target sounds.



## I went shopping game

### Equipment

- None required

### Instructions

- Take turns to say the sentence, 'I went shopping and I bought a (cup), adding in a target word.
- The next person repeats the first sentence and adds another target word, for example, 'I went shopping and I bought a cup and a cow.'
- The game continues until one person forgets a target word, or you run out of target words.





Once your child can use the target sound in sentences, it is time to start thinking about generalising the sound into every day talking and conversations.

For some children, this happens naturally as you work more on sentences. Other children need support to help remember to use the sound in everyday talking.

- When you notice your child not using the target sound you can give a gentle prompt. For example, your child says, 'I went to the gastle', you would reply 'Is it gastle or castle?'. Pick a time to do this so your child doesn't think you are listening for the sound all the time, for example, conversation at dinner time, walking home from school.
- Continue to model back the correct version of the word when your child misses a target sound, for example, your child says, 'I played with the gitcheen at school today'. You reply, 'you played with the kitchen, that sounds fun'. Emphasise the target sound when you do this.
- Give your child specific praise when you hear them use the target sound, for example, 'You used a brilliant 'k' when you said car'.
- Continue to practice sentence games, little and often throughout the day – bring practice into everyday tasks, for example, when on a car journey each take a turn to think of a 'k' word that the other person has to put into a sentence.
- Focus on your target sound only – do not try and correct or prompt other sounds.

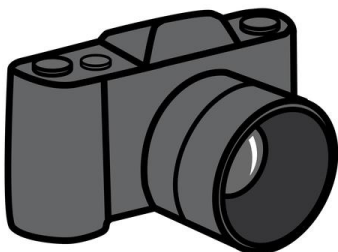
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| Certificate                                  | 55 |

Child's Name:

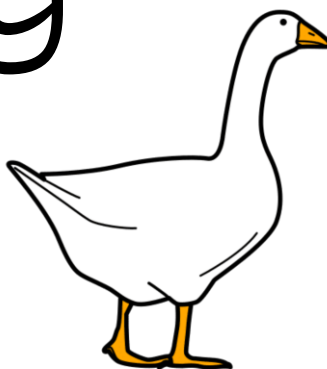
| STAGE                                     | START DATE | DATE COMPLETED |
|---|------------|----------------|
| Auditory discrimination – single sounds   |            |                |
| Auditory discrimination – sounds in words |            |                |
| Thinking of sounds – silent sorting       |            |                |
| Saying the sound – single sound           |            |                |
| Saying the sound – sound with a vowel     |            |                |
| Saying the sound – sound in a word        |            |                |
| Saying the sound – sound in a phrase      |            |                |
| Saying the sound – sound in a sentence    |            |                |
| Using the sound in conversation           |            |                |



k



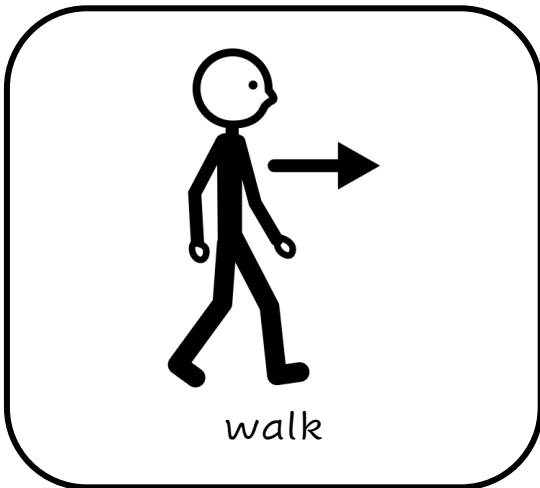
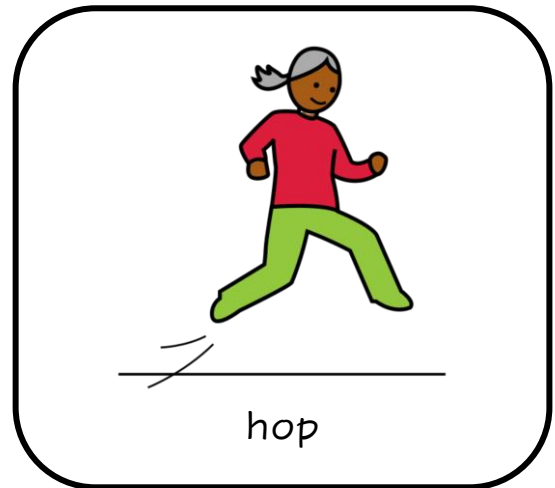
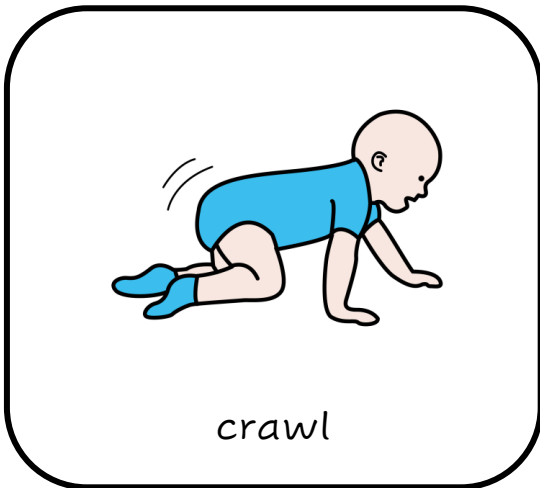
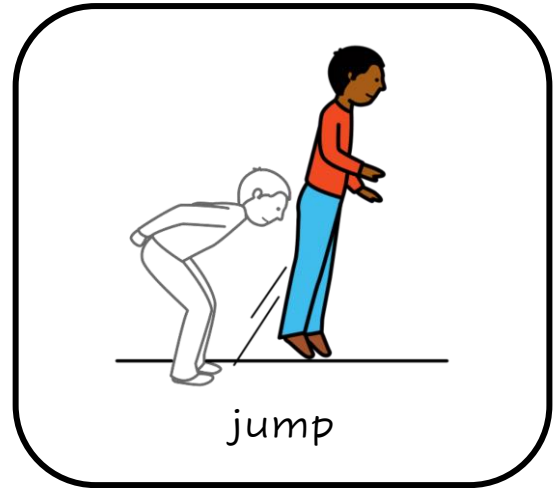
g

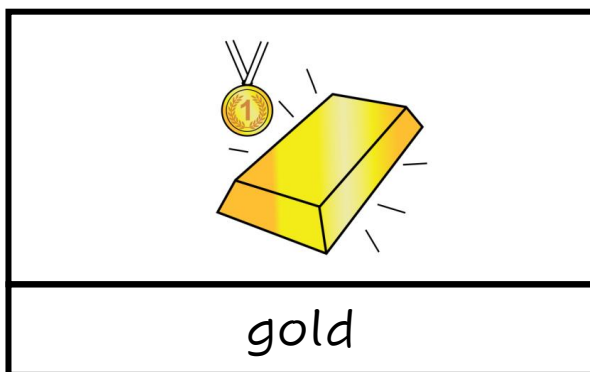
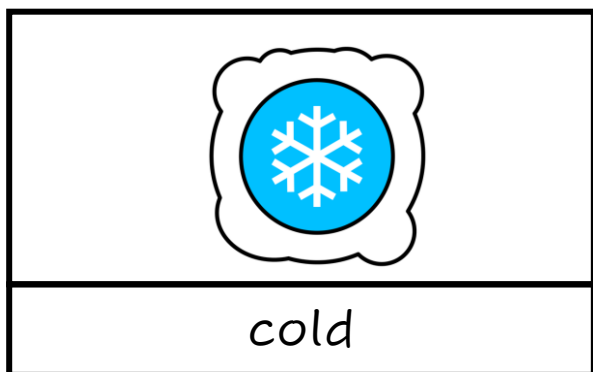
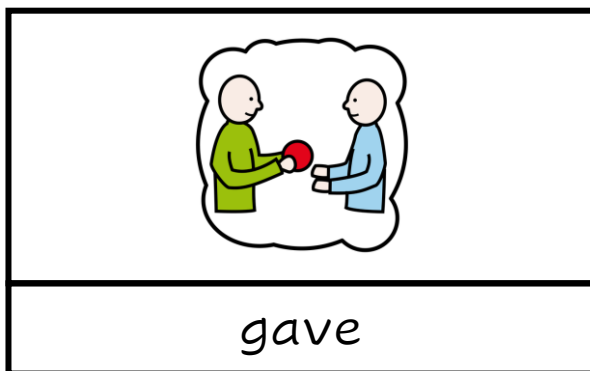
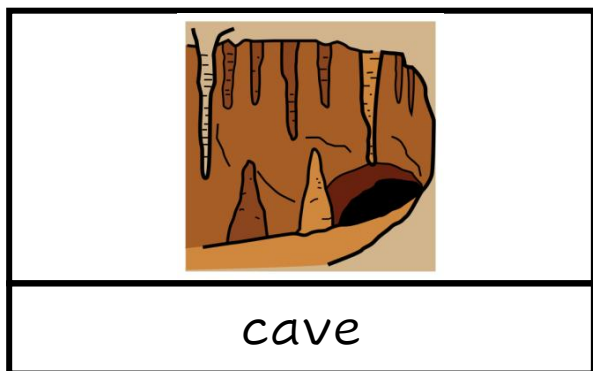
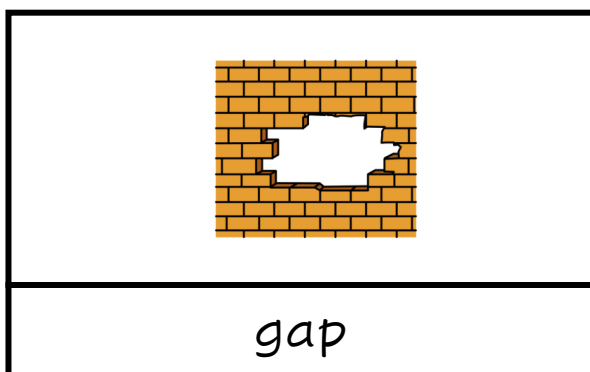
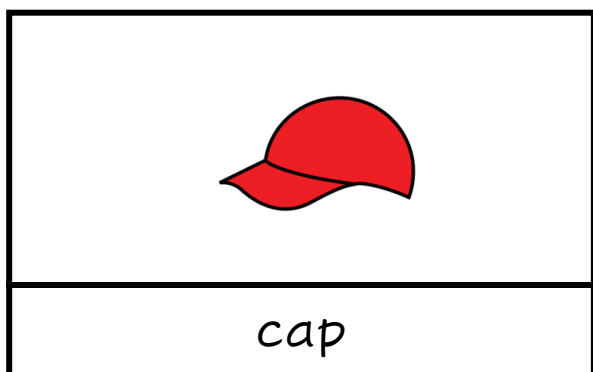
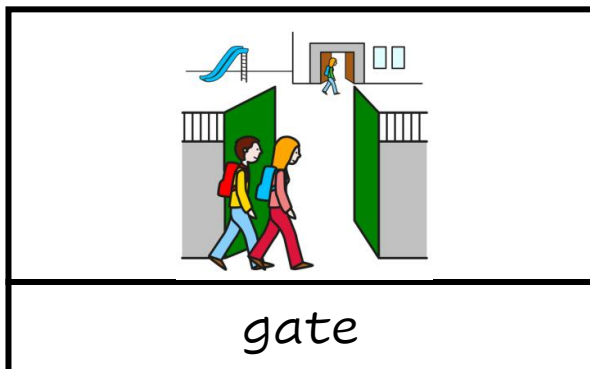
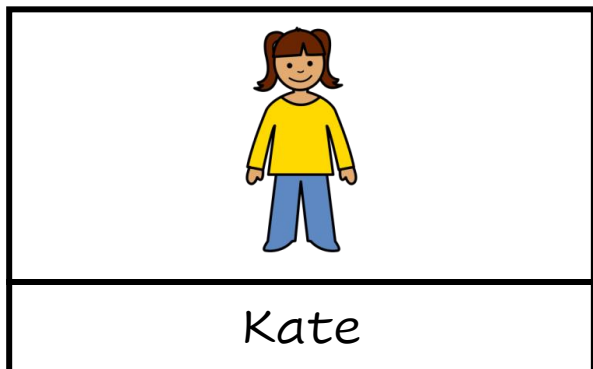


k – the sound of a camera clicking when you take a picture – make sure the sound is made at the back of the mouth.

g – make a 'g' 'g' 'g' sound like a gagging goose.

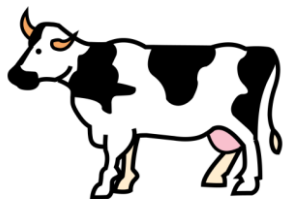
You will be asked to use these sound symbols during some of the games and activities so make up a set before you start.







key



cow



car



coat



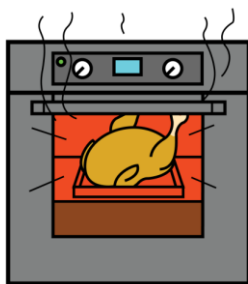
cake



coin



cage



cook



kick



can



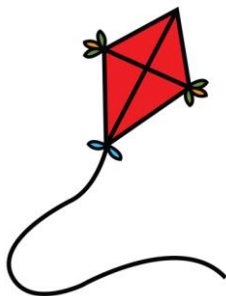
cap



king



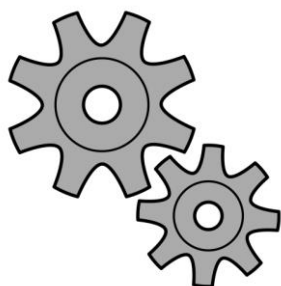
comb



kite



cone



cog



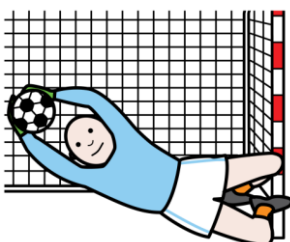
cough



cup



camp



catch



cat



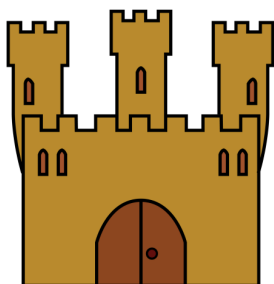
card



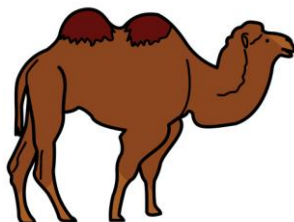
court



cot



castle



camel



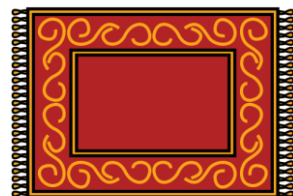
kitchen



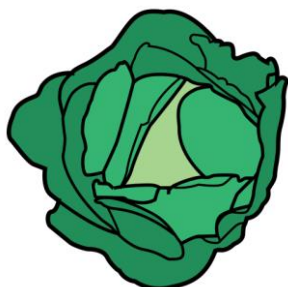
cooker



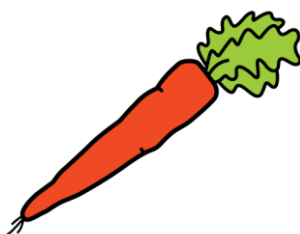
candy



carpet



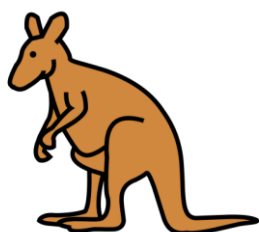
cabbage



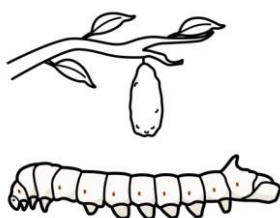
carrot



cabin



kangaroo



caterpillar



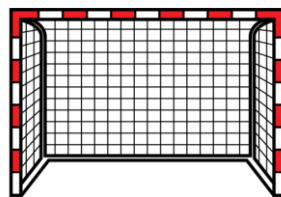
coconut



goat



go



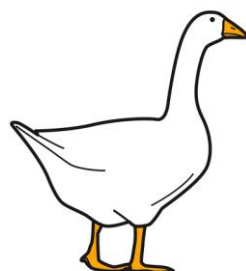
goal



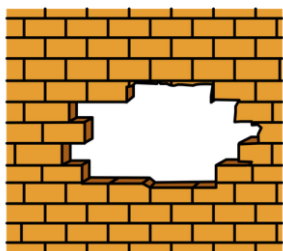
gold



gift



goose



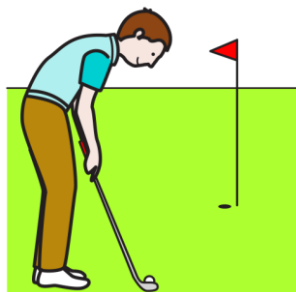
gap



gate



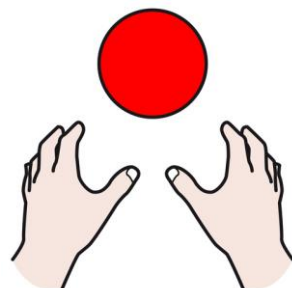
girl



golf

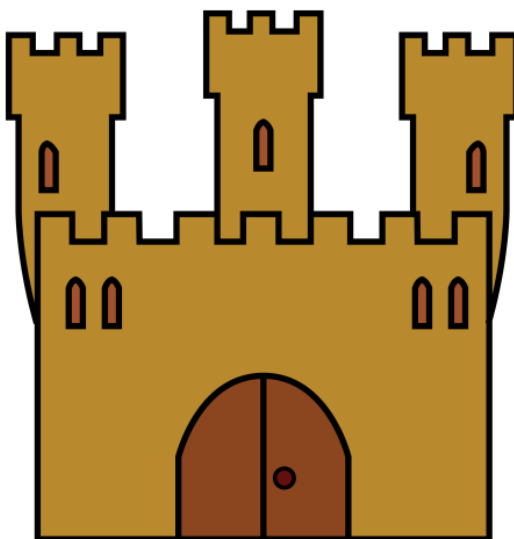


ghost

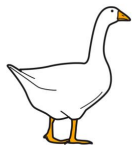


get

castle



garden







**a** as in 'ant'



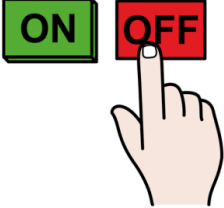
**e** as in 'egg'



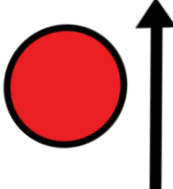
**i** as in 'in'



**o** as in 'off'



**u** as in 'up'



**uh** as in 'good'



ar as in 'car'



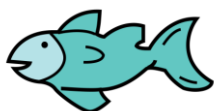
'ar' dentist sound – big open mouth

eeh as in 'see'



'eeh' mouse sound – smiley face, teeth together

oh as in 'go'



'oh' fish blowing bubbles sound – round mouth open and close

ooh as in 'do'



'ooh' ghost sound – lips rounded


eye as in 'bye'



oar as in 'four'




**eh** as in 'way'



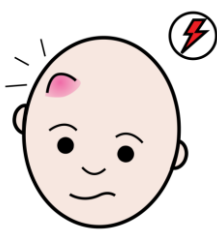
'eh' confused sound

**oi** as in 'toy'




'oi' parrot squawking sound

**ow** as in 'how'

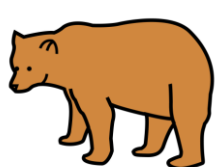


'ow' bumped head sound

**ear** as in 'deer'

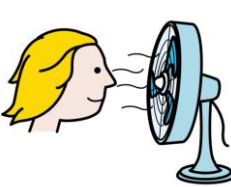


**er** as in 'bird'



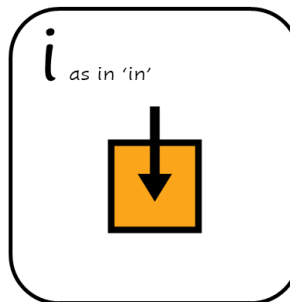
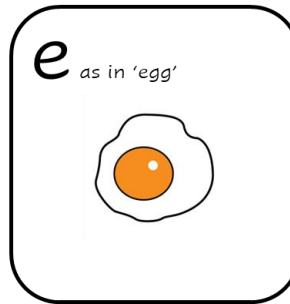
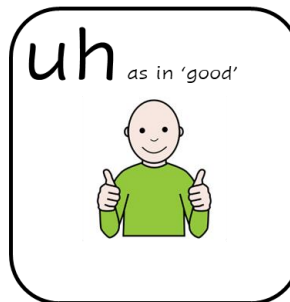
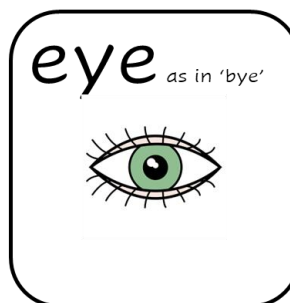
'er' bear growling sound

**air** as in 'pear'



'air' a fan makes air sound

Place your target  
sound picture card  
here



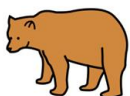
Place your target  
sound picture card  
here

ar as in 'car'




'ar' dentist sound – big open mouth

er as in 'bird'



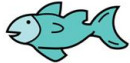
'er' bear growling sound

eeh as in 'see'



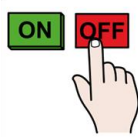
'eeh' mouse sound – smiley face, teeth together

oh as in 'go'



'oh' fish blowing bubbles sound – round mouth open and close

o as in 'off'



'o' sound – lips rounded

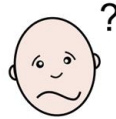
ooh as in 'do'



'ooh' ghost sound – lips rounded

Place your target  
sound picture card  
here

eh as in 'way'




'eh' confused sound

oi as in 'toy'



'oi' parrot squawking sound

ow as in 'how'




'ow' bumped head sound

ear as in 'deer'



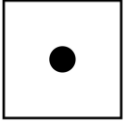

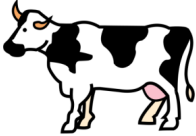


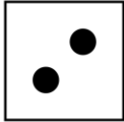



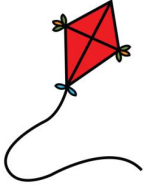









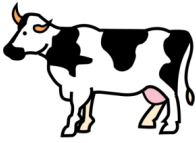
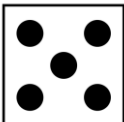




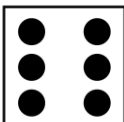


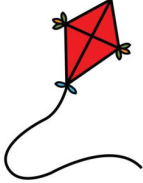

u as in 'up'

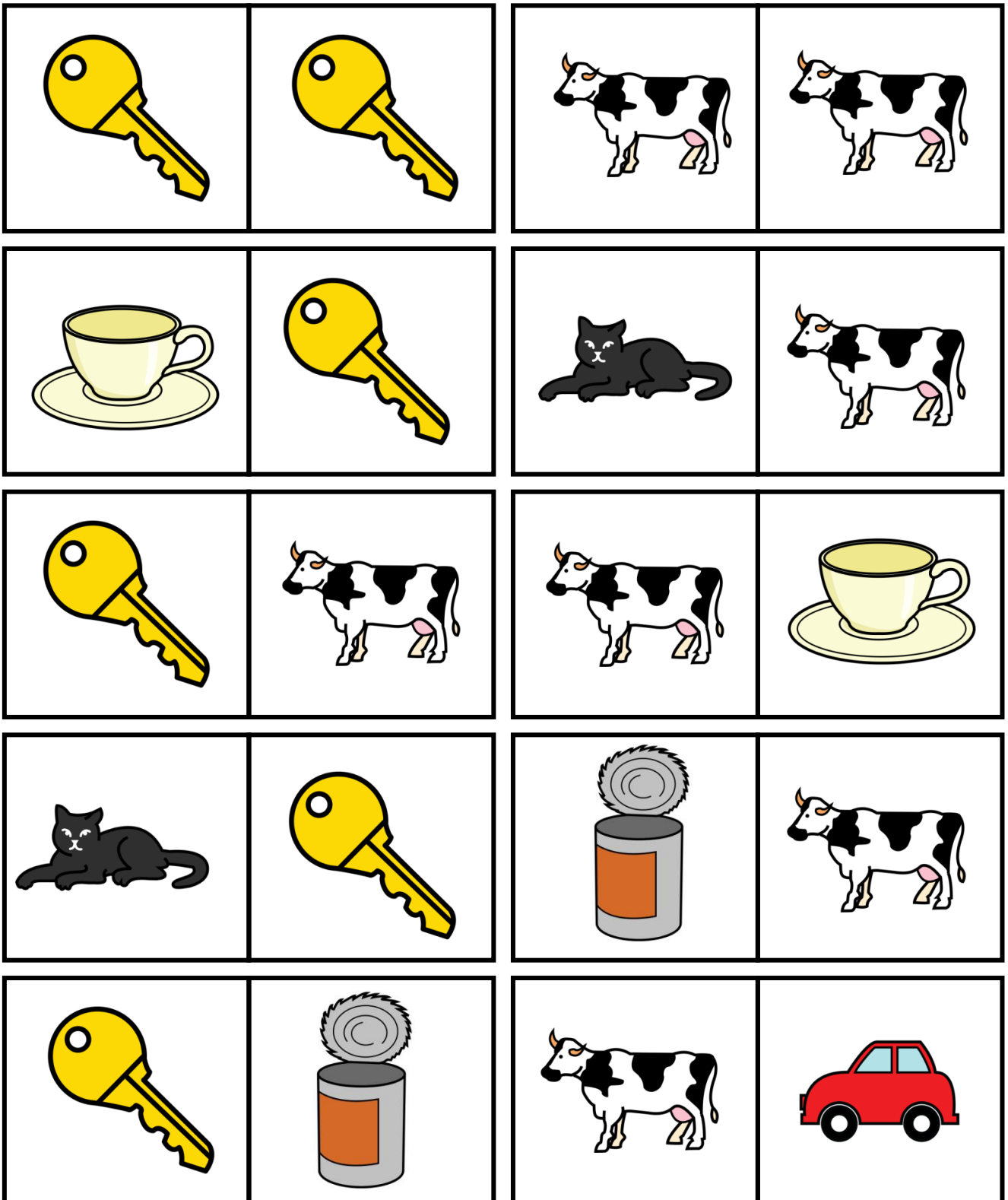


air as in 'pear'

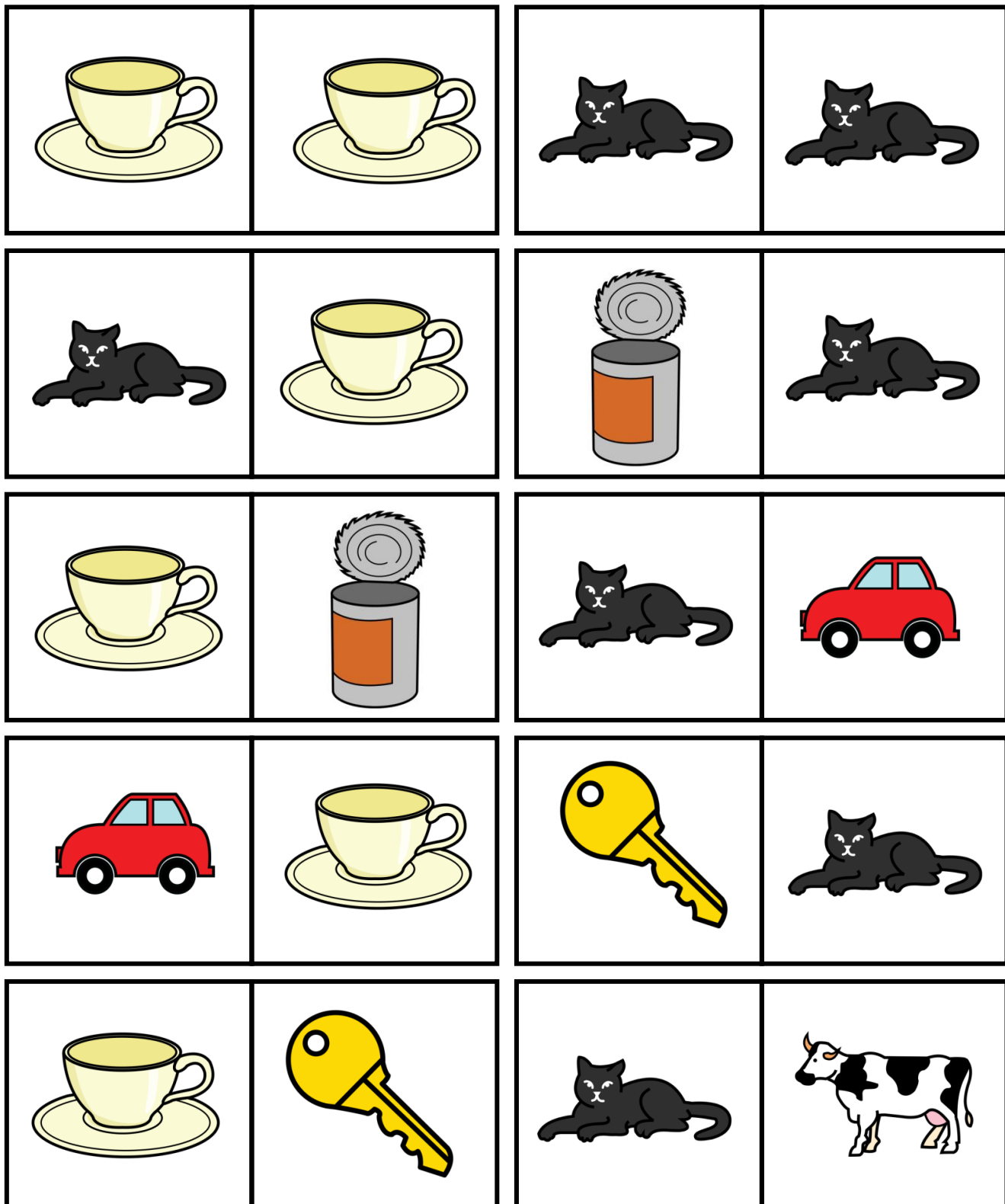


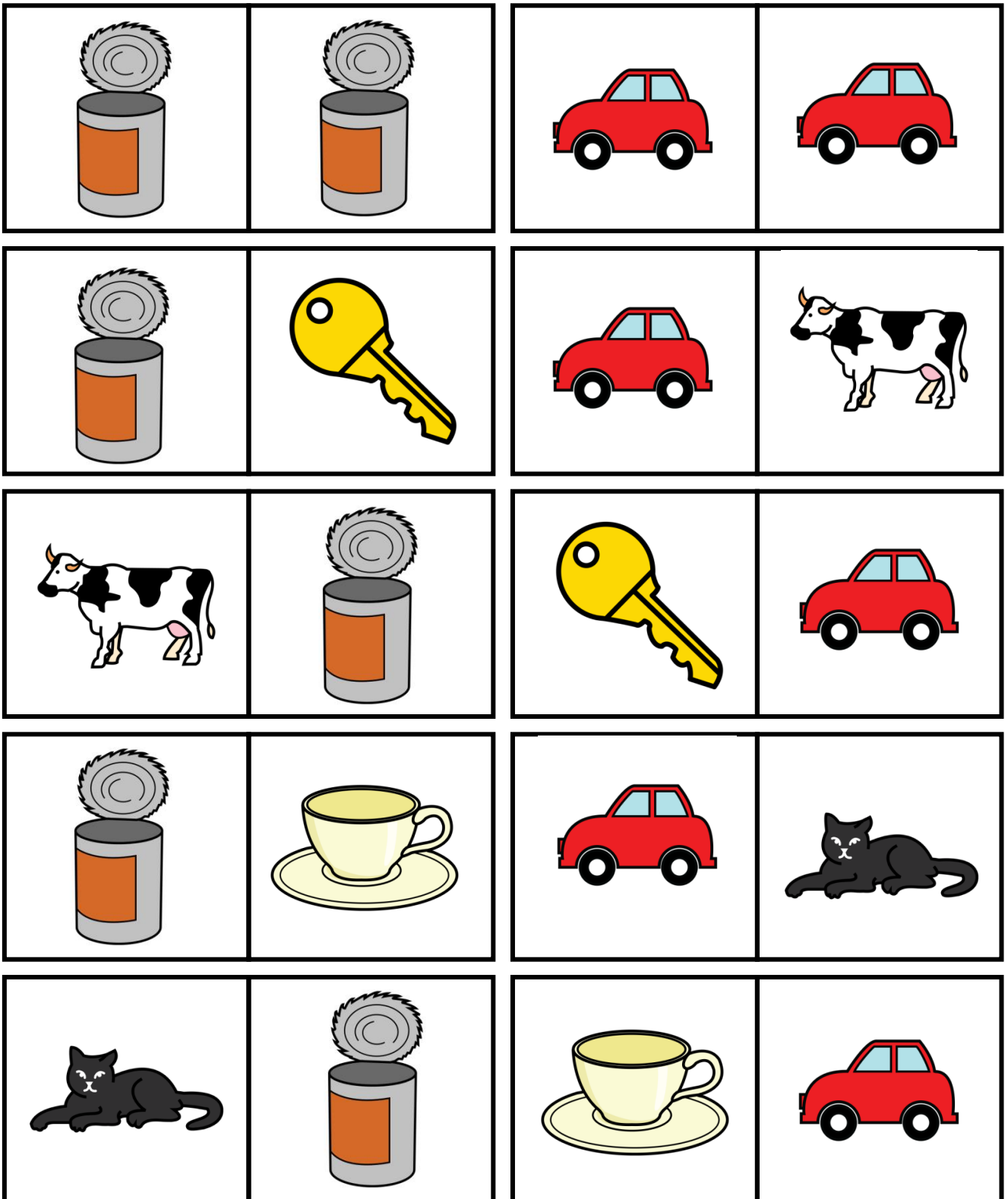
'air' a fan makes air sound

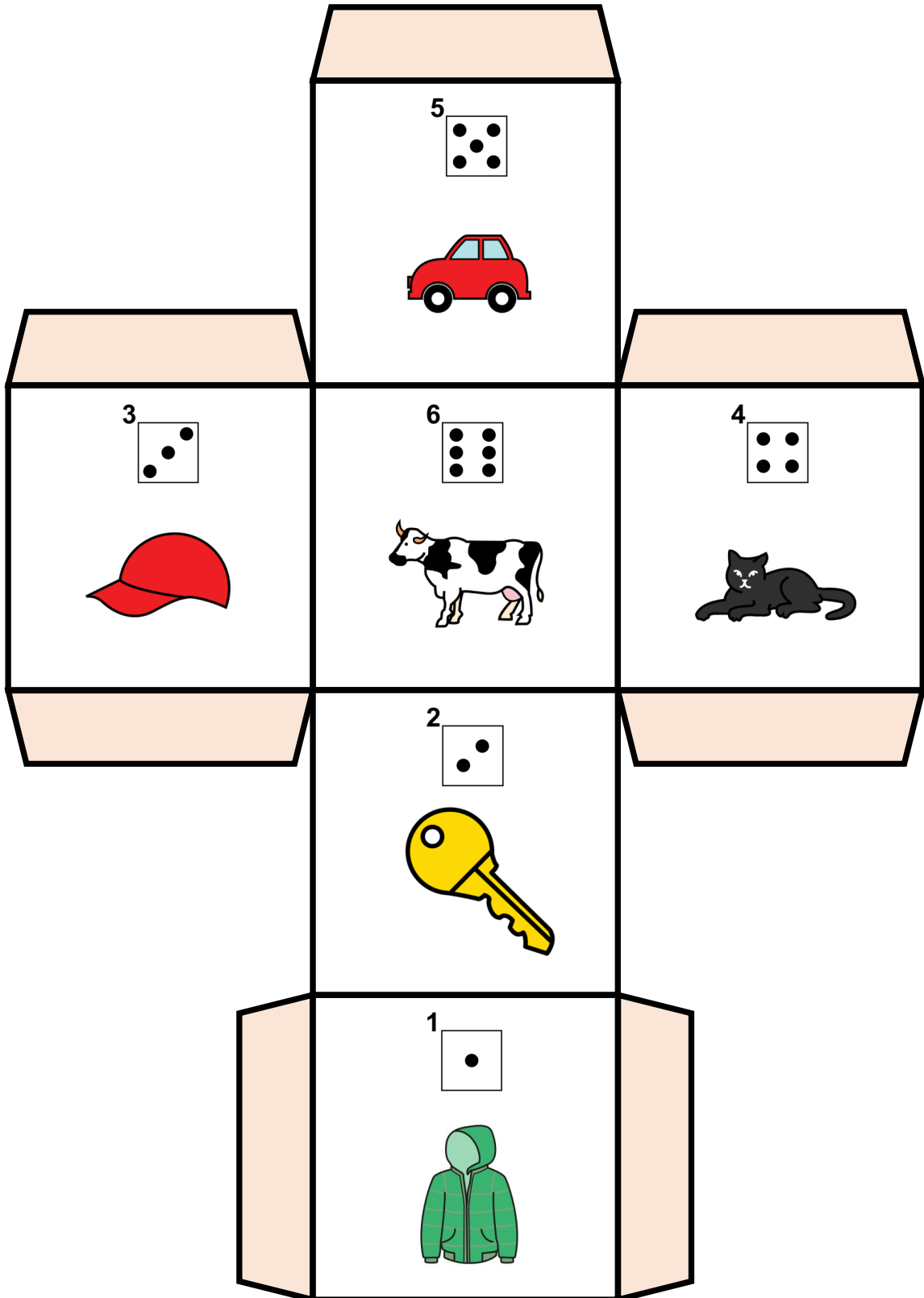
|  |   |   |  |   |
|--|---|---|--|---|
| 1<br>   |    |    |    |    |
| 2<br>   |    |    |    |    |
| 3<br>  |   |   |   |   |
| 4<br> |  |  |  |  |
| 5<br> |  |  |  |  |
| 6<br> |  |  |  |  |

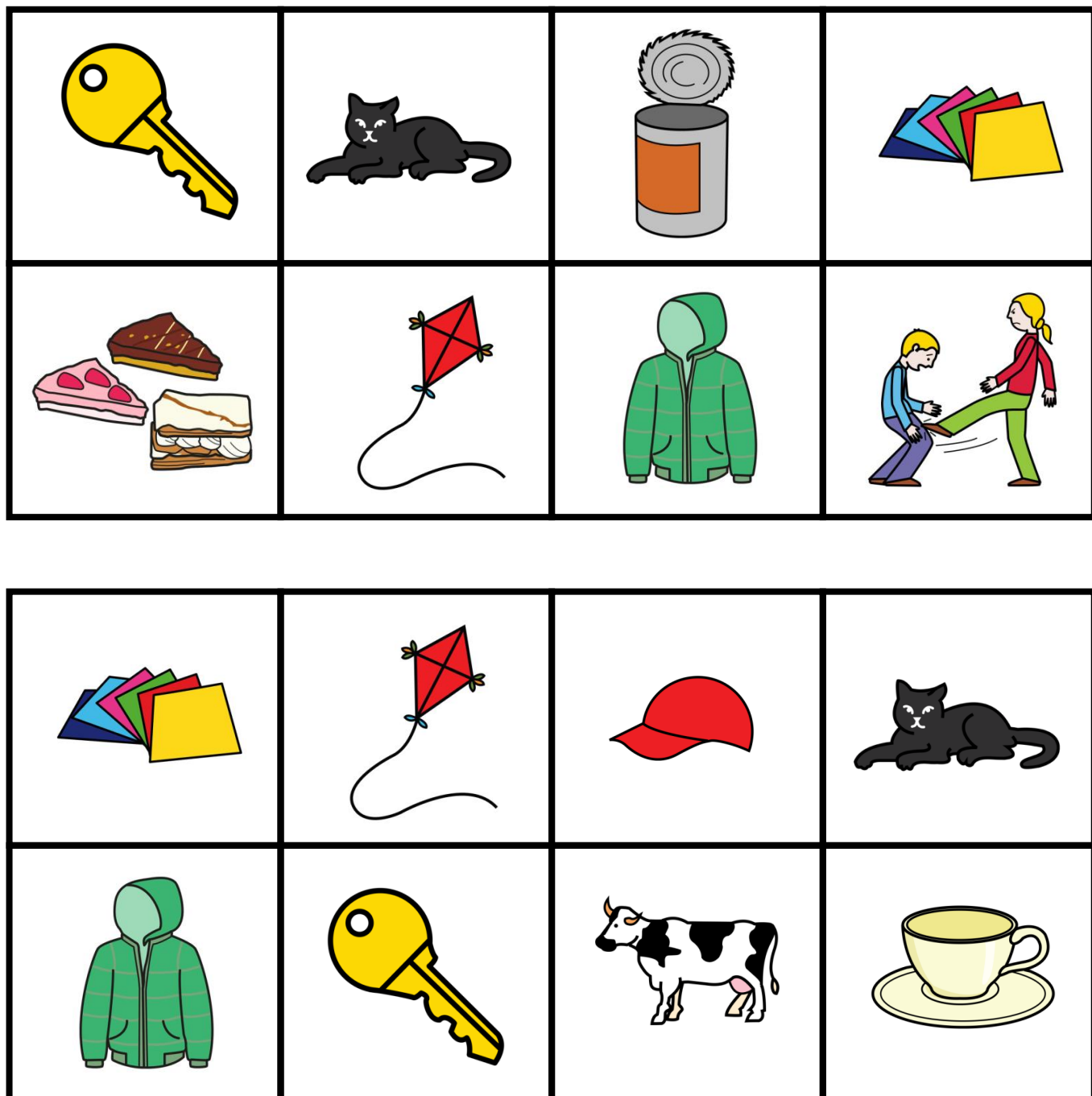


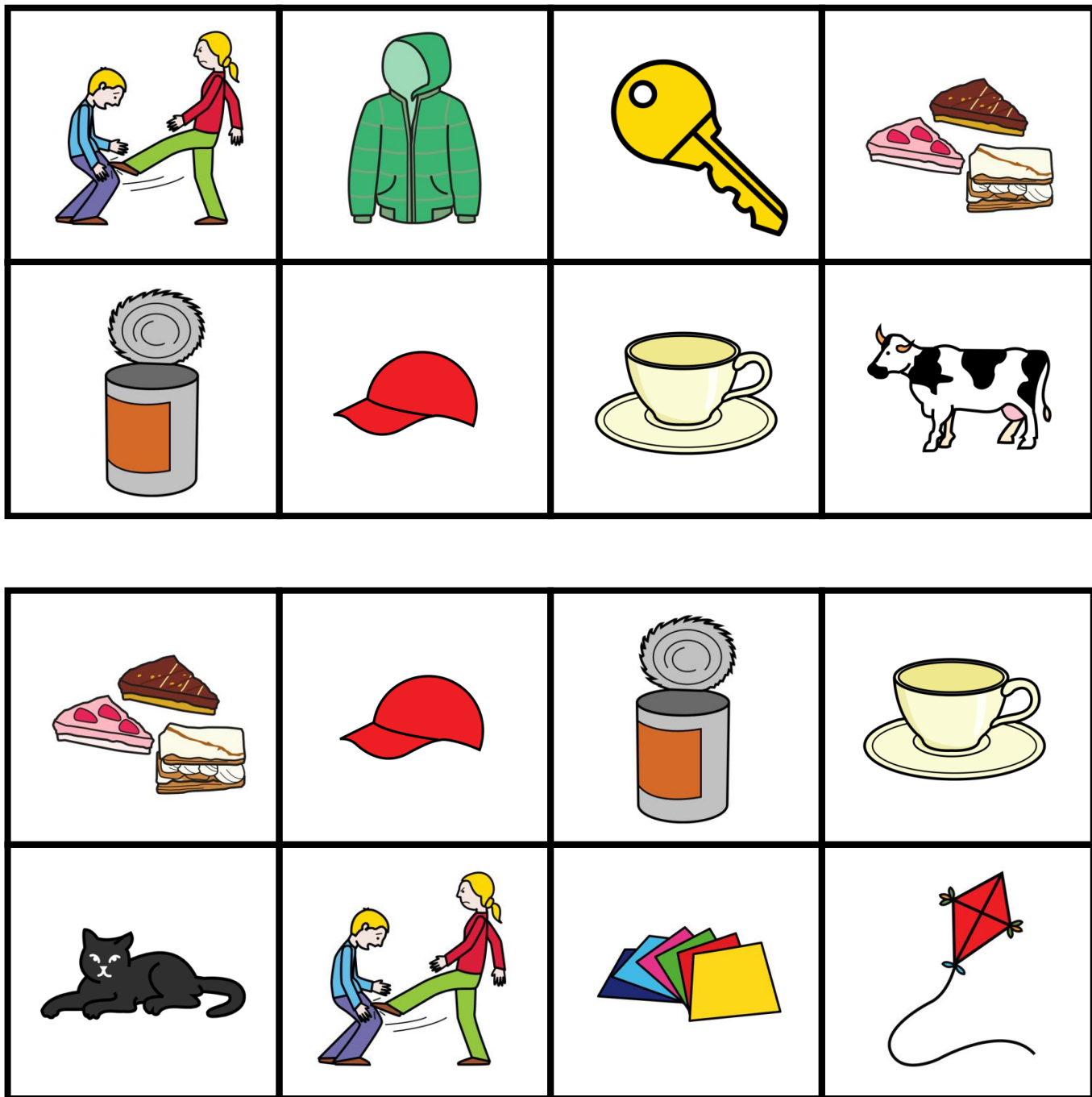


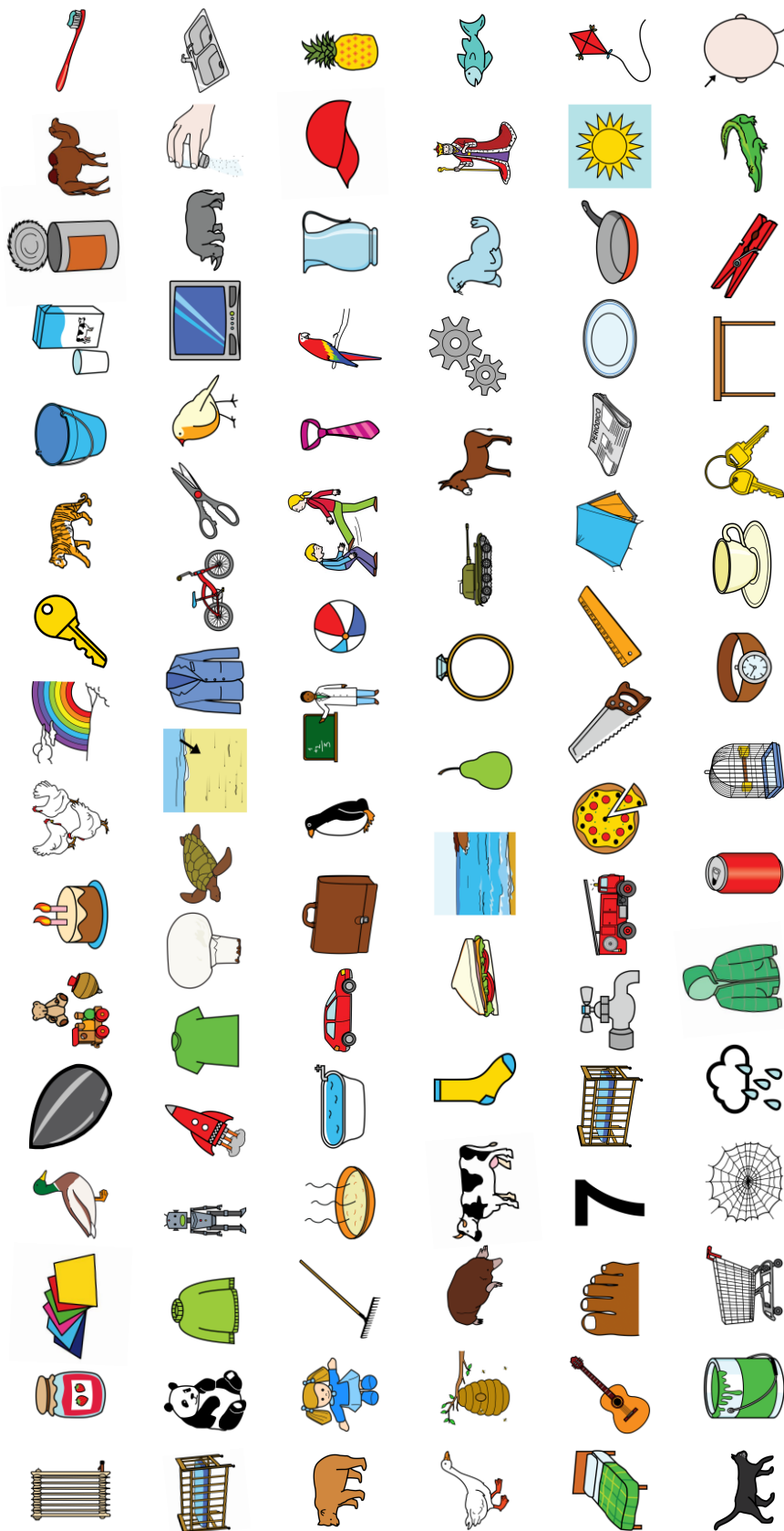


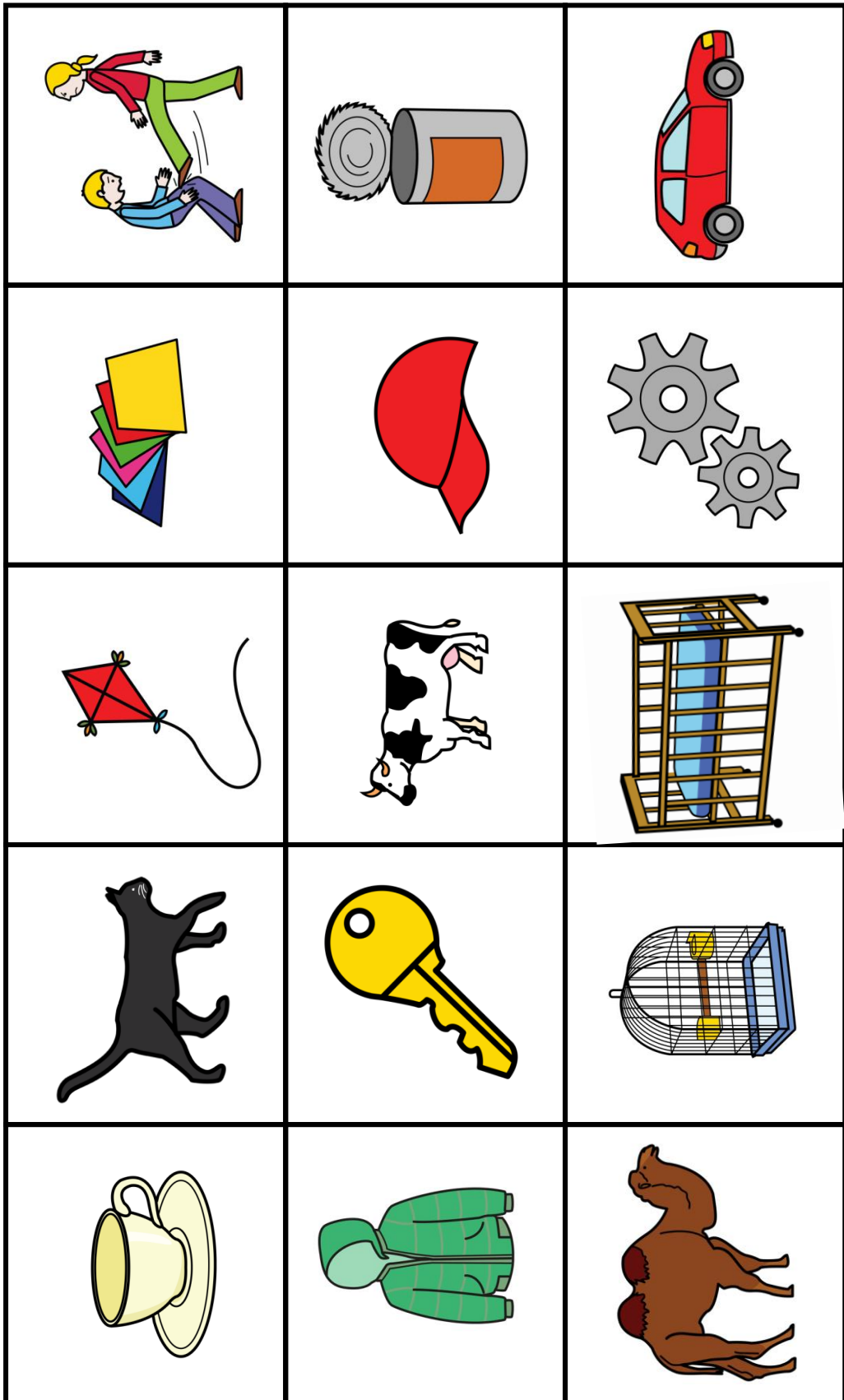


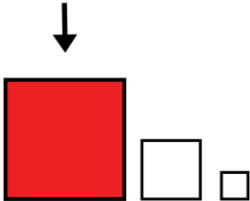

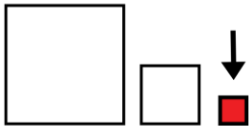

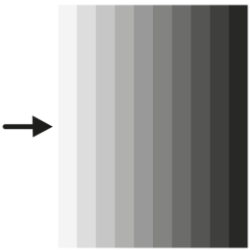

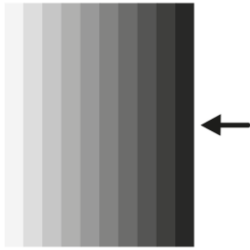









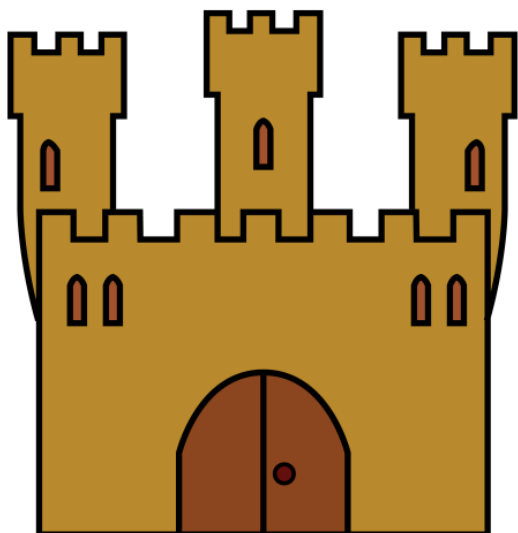


|  |   |
|--|---|
|  <p>big</p>     |  <p>red</p>      |
|  <p>little</p>  |  <p>green</p>   |
|  <p>light</p> |  <p>blue</p>   |
|  <p>dark</p>  |  <p>yellow</p> |

Place your  
target word  
card here



castle



cup



cake



cabin

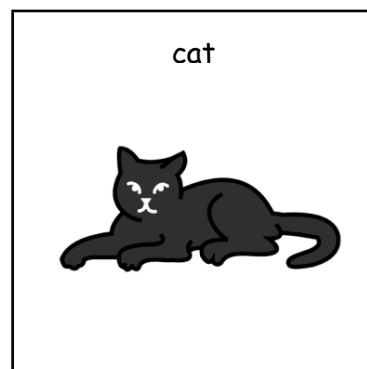
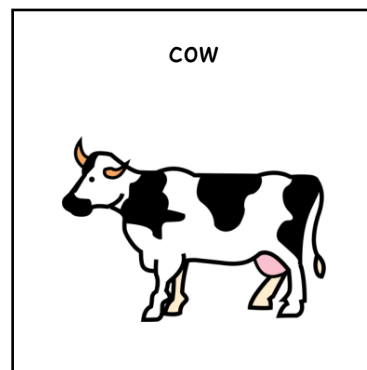
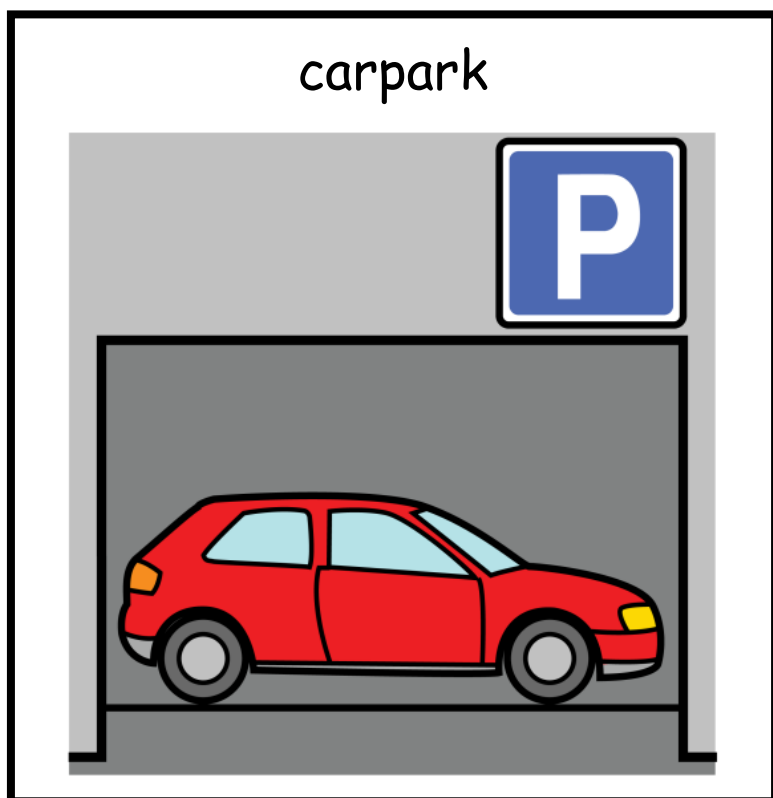
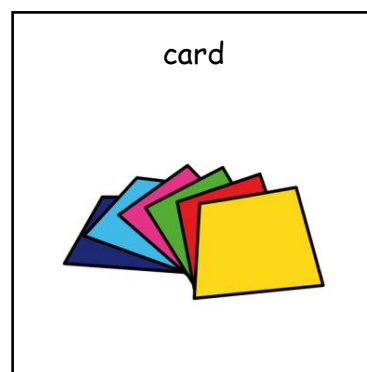
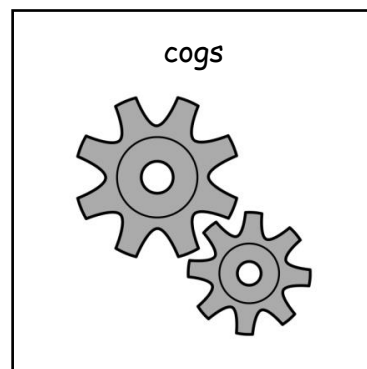
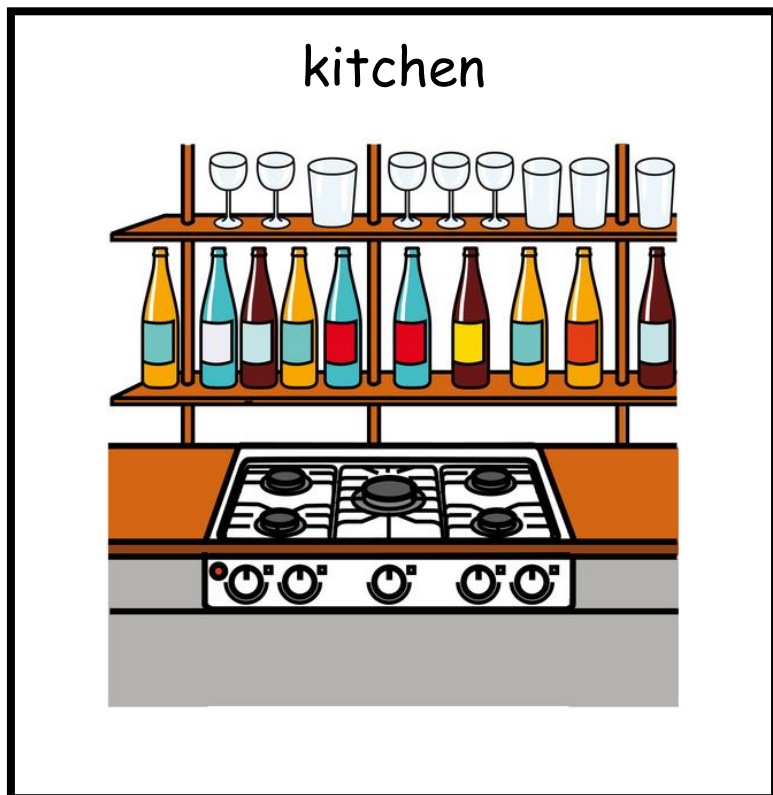


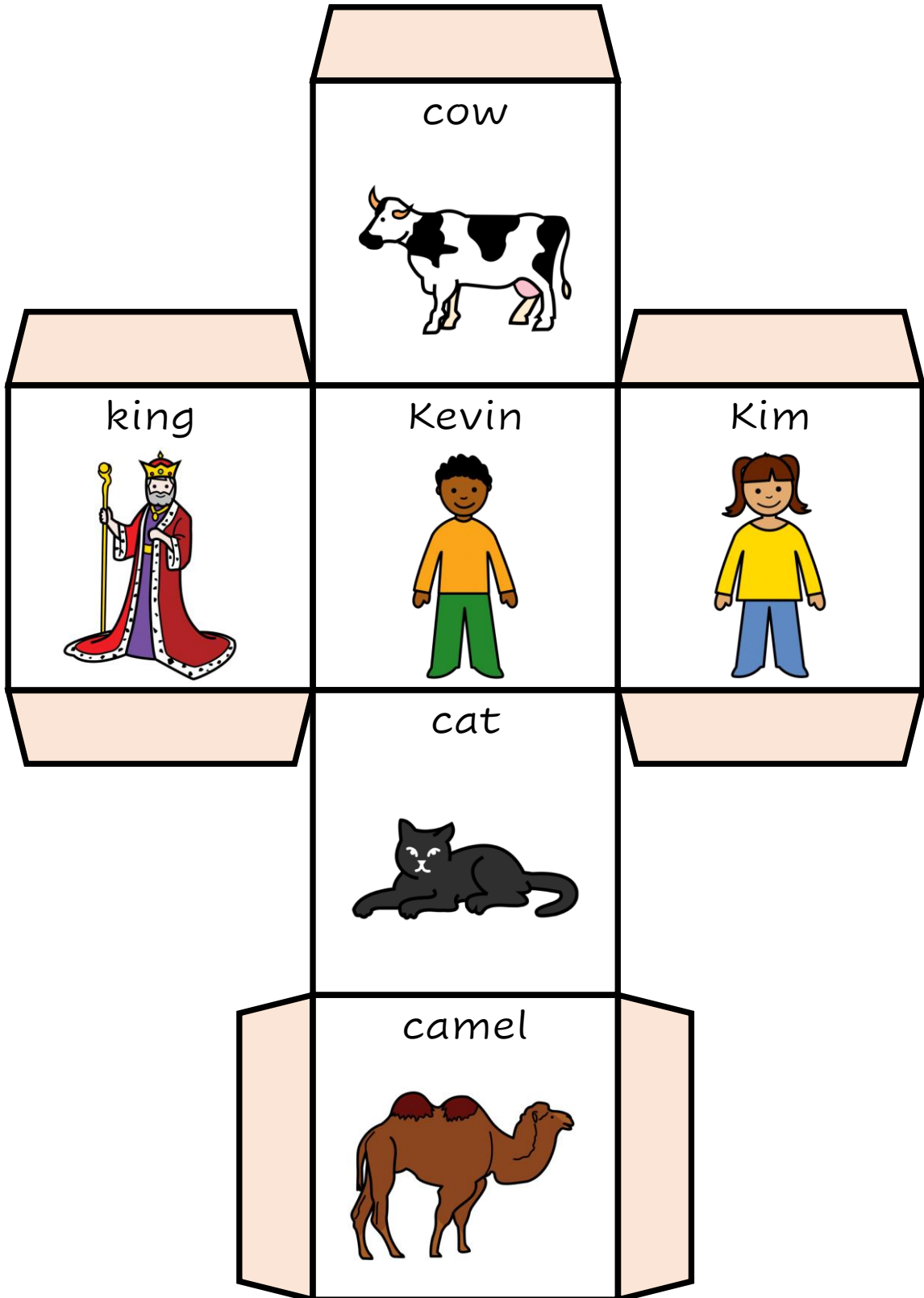
coat

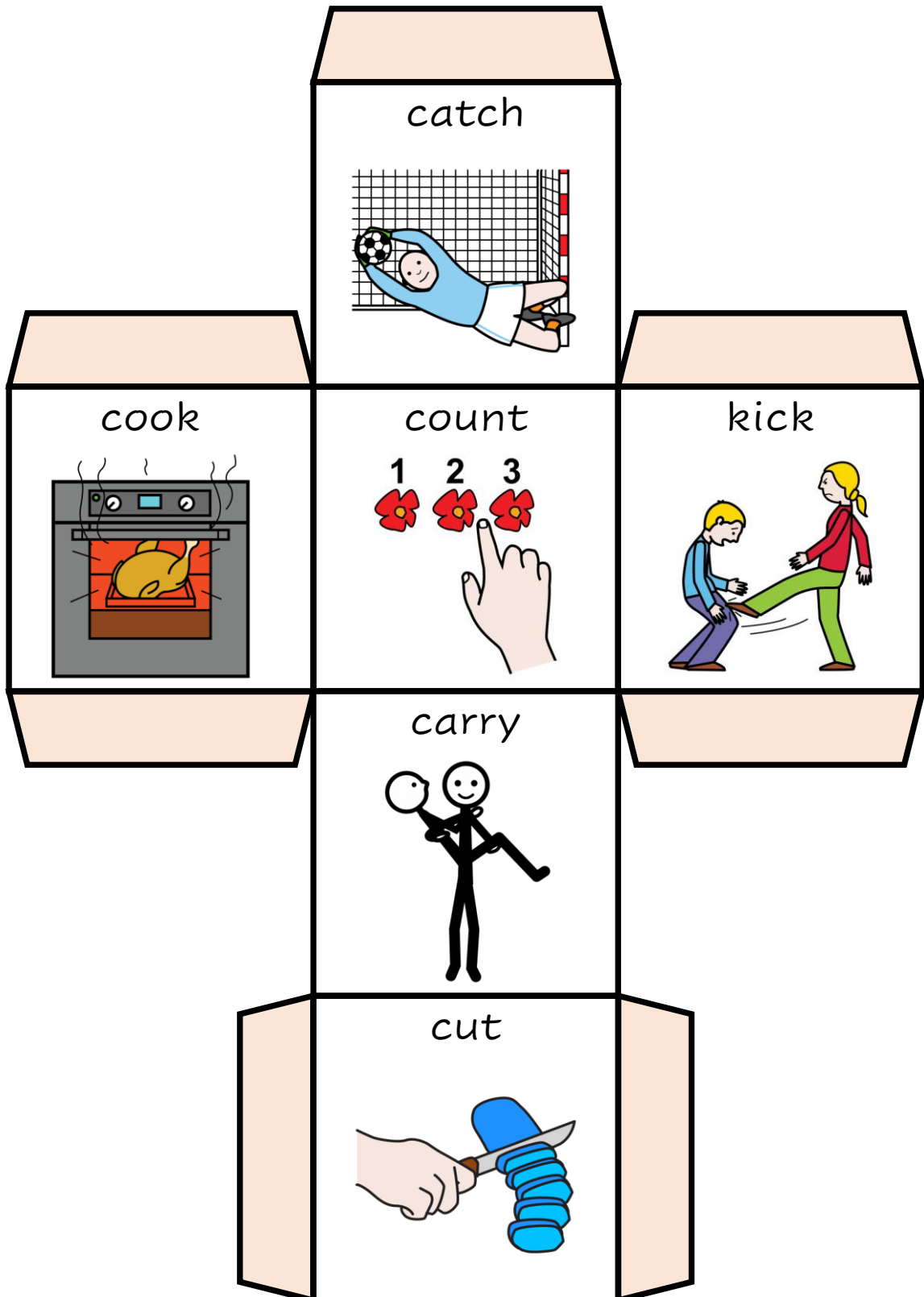


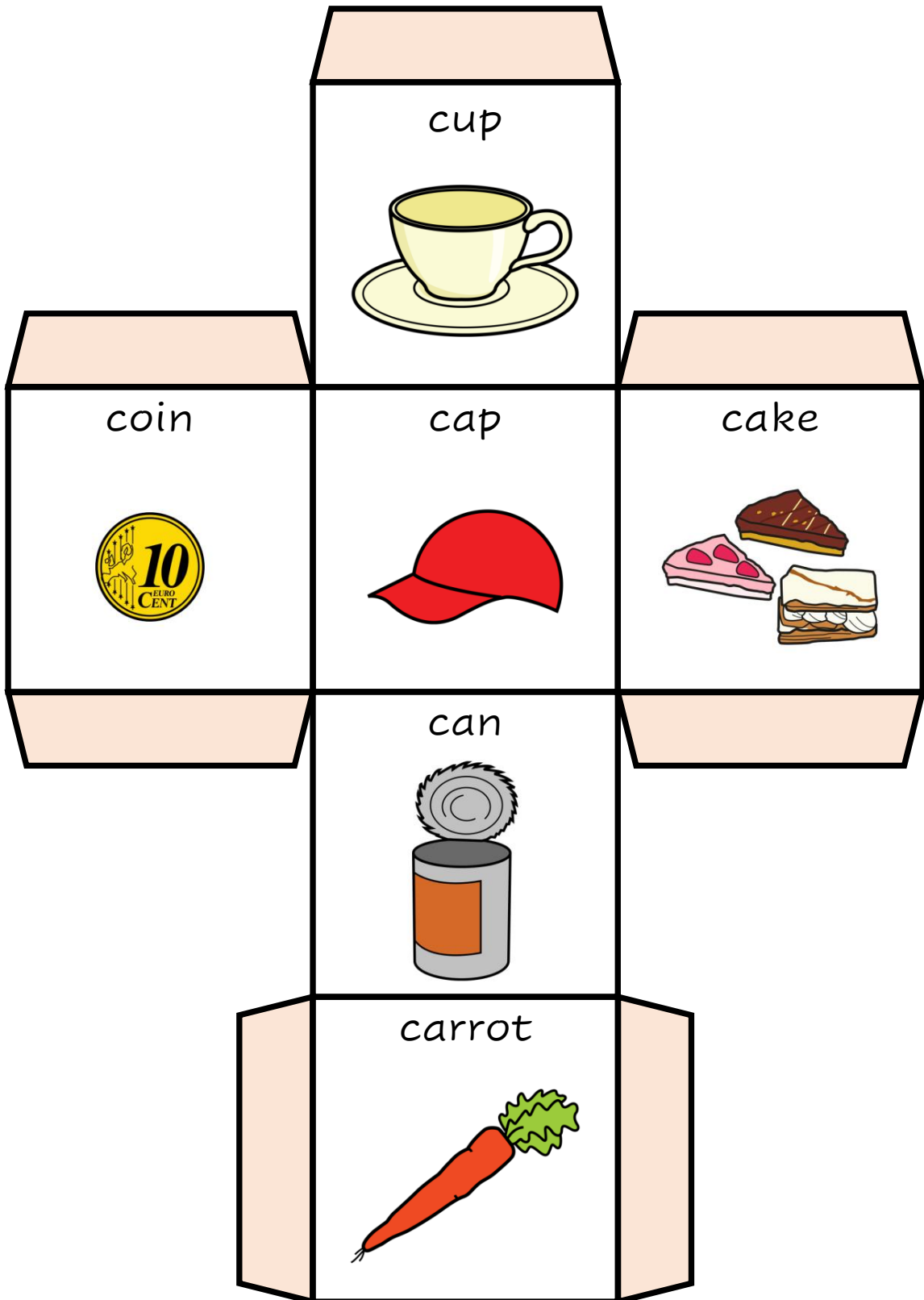
key

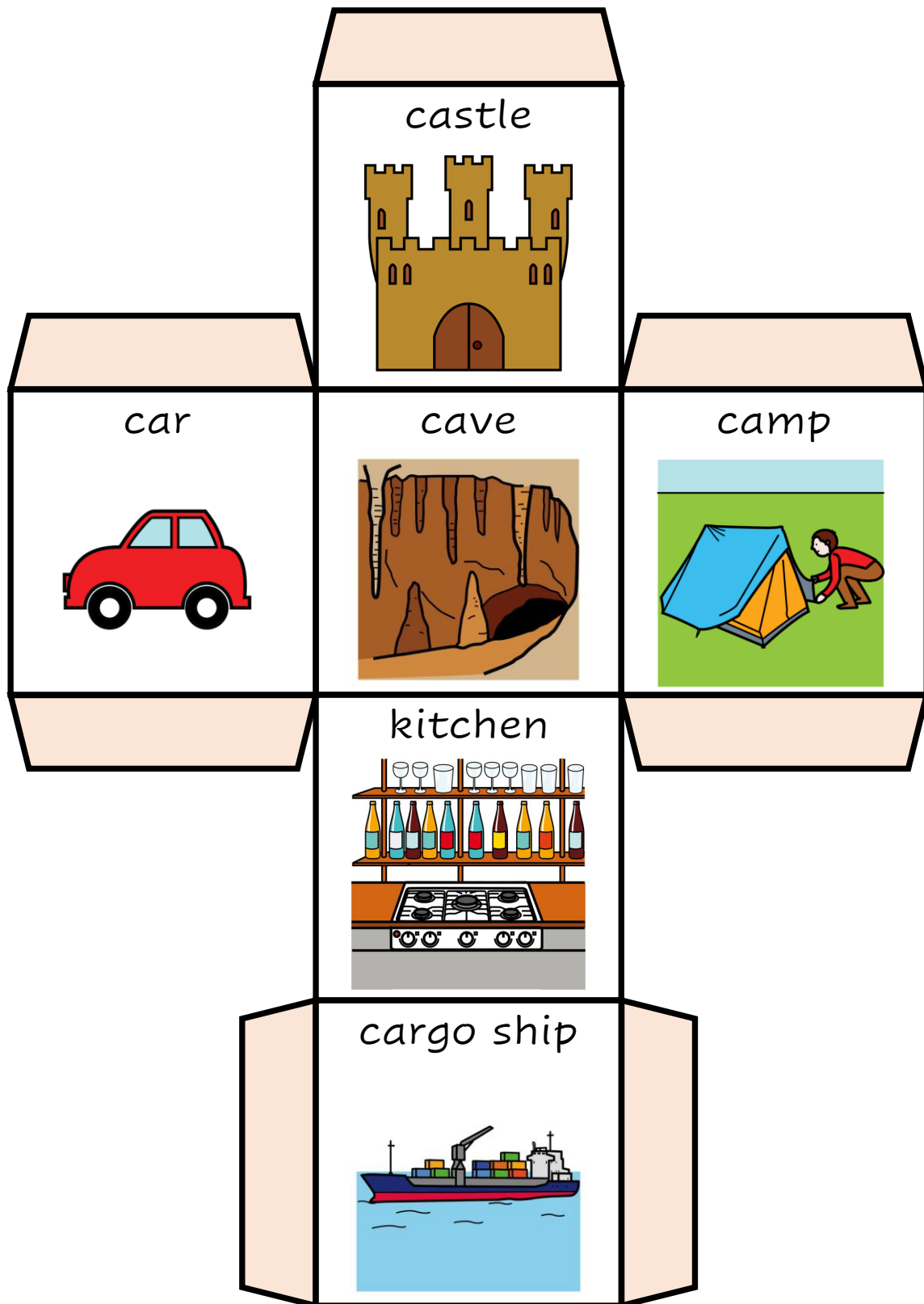


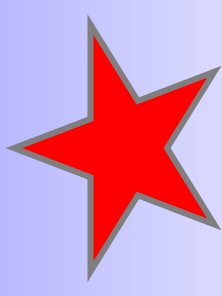












# Congratulations

You are a super at your sounds!

Certificate awarded to

Name:

Date:

Awarded by: