

Group

Programme for 'k'

ULTIMATE GOAL

- For the children to have 'normal' speech for their developmental age.

TAREGTS

- The children will be able to accurately blend the 'k' sound with vowels 100% of the time.
- The children will be able to use the 'k' sound at the beginning and end of words to 100% accuracy.

This pack contains six session plans and resources to be used with a group of children over a six week period. It is possible for a Speech and Language Therapy Assistant or Teaching Assistant to provide this input.

It is recommended that you ask your Speech and Language Therapist to assess the children's speech before beginning the sessions. This is so that they can be grouped with other children at a similar level to them.

If you have any further questions please contact your Speech and Language Therapist at:

name@integratedtreatments.co.uk

Children learn how to use sounds correctly when they are talking over time. Some children struggle to use the 'k' sound and might use a sound such as 't' instead. This becomes a habit for them and they may need some practice to help them to correct their speech errors.

Considerations

Make sure the group room is quiet with few distractions.

Try to keep the sessions fun so the children will be motivated to participate.

Use reward charts, stickers or toys to motivate the children to complete tasks.


The suggested activities can be adapted to suit the needs of the children in your group. For example, if one child in the group is struggling to blend 'k' with vowels but the others are ready to move onto practicing 'k' words – continue to practice vowel blending with the child when it is their turn by using the appropriate resources. You can ask your Speech and Language Therapist to explain this further.

If you would like more picture cards to use you can cut them out of magazines or use cards you may have in school e.g. phonic card sets.

You may need to explain some of the words you are using in the tasks for the children e.g 'the first sound is the one that is at the beginning or at the start'. You can use blocks to show them the 'first' block in a line.

SESSION ONE

| Activity | Step Up | Step Down |
|--|---|---|
| <p>The children will practice hearing the difference between the 'k' and 't' sounds. Introduce this sound by showing them the 'k' <i>picture cards</i> or you can use the written letter. Model the sound to the children and ask them to listen to you and watch your mouth.</p> <p>Every time they hear you say the 'k' sound ask them to raise their <i>picture card</i>. For every turn allow the children to have a turn on a game, such as Pop Up Pirate. Remember to say the sounds not the letter names e.g. 'k' not 'kuh' or 'kay'. An example is provided below:</p> | <p>Next you can blend the sounds with vowel sounds so your child can practice hearing the difference between longer strings of sounds e.g. koo eek aht tah</p> | <p>Repeat the word for the children again. Did you hear 'k' or 't'? 'k' 'k'</p> |

| | | |
|---|---|---|
| k t t k k k t k t t k t k k t | | |
| Using the <i>ladder sheet</i> (give them one each) ask the children to move a counter up the correct ladder every time they hear the 'k' or 't' sound at the beginning of each blend. For example: koo tee kah tow koo tee too kow | You can repeat this activity now listening for the sound at the end of the blend. For example: ook eet ahk owt oot eek oot owk | Repeat the first sound for the child on it's own e.g. 'k' 'koo' 'k' – which sound was the first one? |
|  <p>Pairs of words that sound very similar to each other are called 'minimal pairs' e.g. key/tea. Use the 'k/t' <i>minimal pairs pictures</i> and let the children take it in turns to point to the one that you say.</p> | - | Repeat the word for the children to hear again, emphasising the first sound. Say it on it's own if further support is needed. |

SESSION TWO

The 'k' sound is made at the back of your mouth. Your child might find this easiest to produce by holding the tip of their tongue down with their finger or a lollypop stick as they attempt to say the sound. Practice saying the sound on its own and talk about it being made at the back of their mouth whilst keeping the front of their tongue still and resting at the bottom of their mouth.

| Activity | Step Up | Step Down |
|---|--|---|
| When practicing the sound on its own you can use the 'k' <i>picture cards</i> , | Ask them to add an 'oo' sound after they say 'k' | Give the children some prompts about where to |

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| every time they pick up a card encourage them to say the sound. You can motivate them by letting them have a turn on a game or feeding the card to a <i>monster/toy</i> after they say 'k'. | e.g. can you say 'k' then add an 'oo'... 'koo'? | put their tongue/teeth and model the sound for them. |
| Using the blending board practice saying the 'k' sound with a vowel sound at the beginning e.g. 'koo'. The children can have a turn on a motivating game whilst doing this activity. | Now practice blending 'k' at the end of vowel blends e.g. 'ook' | Support the children saying the sounds on their own first before joining them together, 'k' 'oo' 'k' 'oo', now let's join them together, 'koo'. |
| Play 'Islands' (<i>pictures</i>) Get the children to hop across the islands from one side of the room to the other. Before moving onto the next island they must say a 'k' blend which can be chosen from the <i>blending board</i> . | Ask the children which sound they said at the beginning/end of the blend. | Support the children saying the sounds on their own first before joining them together, 'k' 'oo' 'k' 'oo', now let's join them together, 'koo'. |

When blending, make sure that the children do not separate the two sounds and they are joined together smoothly. Some blends may also be words, e.g. 'see' and you can talk about this with them once they have produced the blend correctly.



SESSION THREE

You will need to give your child some prompts to remember to say the 'k' sound at a word level and encourage them to listen to your productions of the words. It might be helpful for you to make some deliberate mistakes when modelling words to see if the children can spot them.

| Activity | Step Up | Step Down |
|--|---|---|
| <p>Snap: use a few copies of the <i>word initial 'k' pictures</i>. Ask the children to say snap when they see two that are the same and for every turn they have to name the picture.</p> | <p>Ask the children to add another word e.g. 'sun'... 'black cat' or 'big cat'.</p> | <p>Provide the children with prompts – what sound can you hear at the beginning? 'k'? Help them to say each part separately then join it together e.g. 'k' 'at' 'k' 'at'.... 'cat'.</p> |
| <p>Feely bag: put lots of things ending in the 'k' sound and/or <i>'word final k'</i> pictures in a bag. Ask the children to take it in turns to pull one out and tell you what they have found.</p> | <p>Ask the children to add another word e.g. 'black'... 'black dog' or 'black bag'.</p> | <p>Provide the children with prompts – what sound can you hear at the end? 'k'? Help them to say each part separately then join it together e.g. 'bla' 'k' 'bla' 'k'.... 'black'.</p> |
| <p>Using the <i>minimal pair pictures</i> let the children take it in turns to do the talking and you have to guess which word it is they have said. 'It's your turn to be the teacher' Present them with 2 cards and they have to tell you one of the words, you will then point to the word that the child says. 'Am I right?'</p> | <p>Ask the child to tell you the other word too.</p> | <p>Support the child in saying the word, helping them to blend the 'k' sound with the rest of the word.</p> |

SESSION FOUR

| Activity | Step Up | Step Down |
|---|---|---|
| <p>Pairs: The children take it in turns to choose two pictures to see if they match and tells you what they have found. Use a few copies of the <i>word initial 'k' pictures</i>.</p> | <p>Ask the children to add another word e.g. 'sun'... 'black cat' or 'big cat'.</p> | <p>Provide the children with prompts – what sound can you hear at the beginning? 'k'? Help them to say each part separately then join it together e.g. 'k' 'at' 'k' 'at'.... 'cat'.</p> |
| <p>Hide and Seek: hide the <i>'word final k'</i> pictures around the room and ask the child to find them.</p> | <p>Ask the children to add another word e.g. 'black'... 'black dog' or 'black bag'.</p> | <p>Provide the children with prompts – what sound can you hear at the end? 'k'? Help them to say each part separately then join it together e.g. 'bla' 'k' 'bla' 'k'.... 'black'.</p> |

SESSION FIVE

| Activity | Step Up | Step Down |
|---|--|---|
| <p>Board games: place the <i>word initial 'k' pictures</i> in a pile face down. Ask the</p> | <p>Ask the children to tell you something about the picture e.g. 'cat'... 'the cat</p> | <p>Provide the children with prompts – what sound can you hear at the</p> |

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| children to take it in turns to choose a picture and say the word before having a turn on the board game. | jumped off the wall' or 'the cat played with the ball'. | beginning? 'k'? Help them to say each part separately then join it together e.g. 'k' 'at' 'k' 'at'.... 'cat'. |
| Magic Box: give the children a few ' <i>word final k</i> ' pictures each and ask them to take turns to pull a picture out of the box. They must try and match it to their pictures. | Ask the children to tell you something about the picture e.g. 'balck'... 'the zebra is black and white' or 'I bought a black top'. | Provide the children with prompts – what sound can you hear at the end? 'k'? Help them to say each part separately then join it together e.g. 'bla' 'k' 'bla' 'k'.... 'black'. |

SESSION SIX

| Activity | Step Up | Step Down |
|--|---|---|
| Stepping Stones: place <i>word initial 'k'</i> pictures on the floor and ask the children to cross a crocodile infested river by standing on the stepping stones (pictures) and saying the words as they step on them. Ask them to tell you something about the picture e.g. 'cat'... 'the | Ask the children to use another word in their sentence that begins with 'k'. You can provide them with some words to choose from if necessary e.g. 'cat' ... 'Chloe cuddled the cat'. | Help the child to say the word on it's own first, give prompts reminding the child to use the 'k' sound at the beginning of the word. |

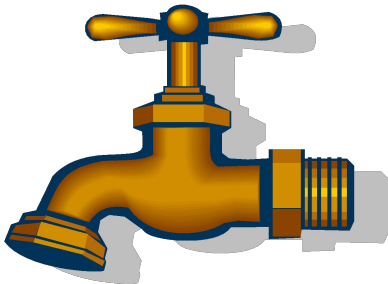
| | | |
|---|---|---|
| cat jumps high' or 'the cat is fluffy'. | | |
| Quiz: put <i>word final 'k'</i> pictures on the table and give clues until the children can guess the picture that you are talking about. Ask the children to tell you something about the picture e.g. 'grass'... 'the grass was wet' or 'the girl jumped on the grass'. | Ask the children to use another word in their sentence that ends with 'k'. You can provide them with some words to choose from if necessary e.g. 'black' ... 'Mark read the black book '. | Help the child to say the word on it's own first, give prompts reminding the child to use the 'k' sound at the end of the word. |

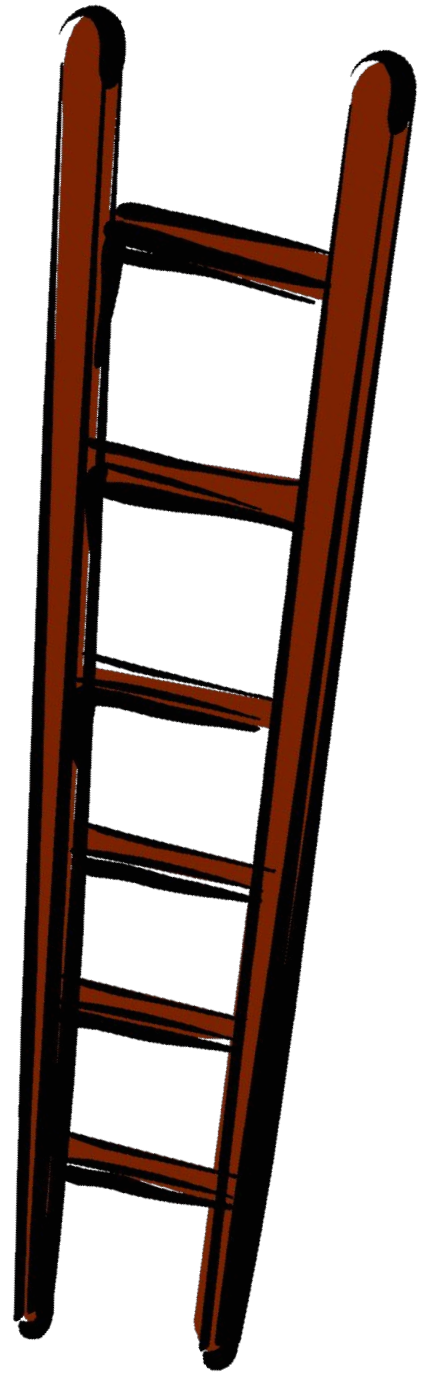
K picture cards – you can cut these out



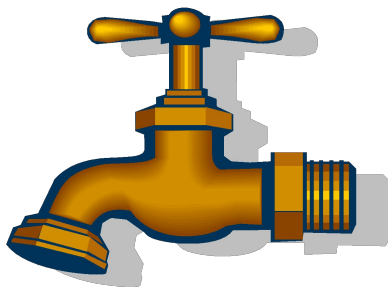


'k' and 't' ladders

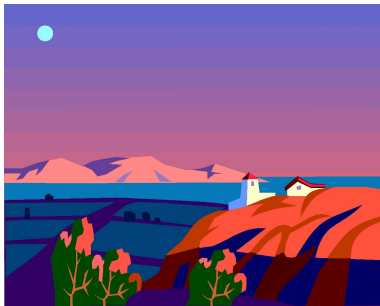




'k' and 't' minimal pairs



tap/cap

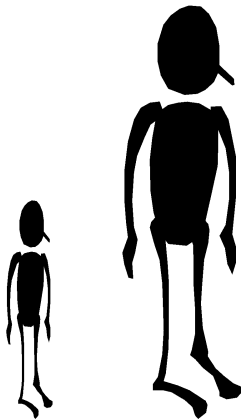


toast/coast



tea/key

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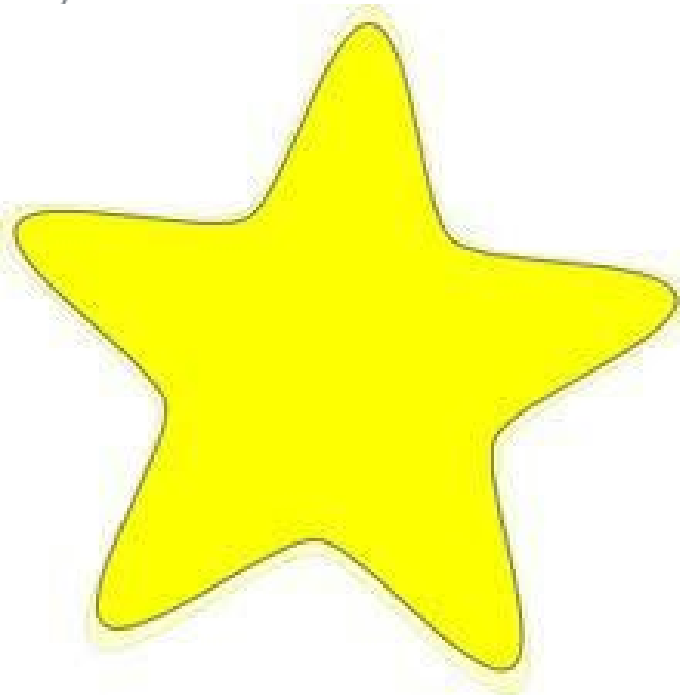
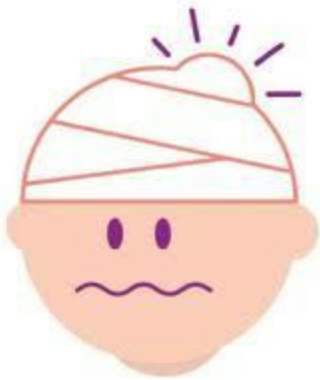


tall/call

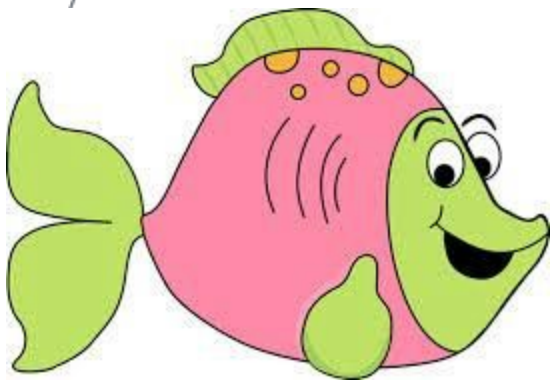
Blending board



eye



ahh





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Integrated Tre


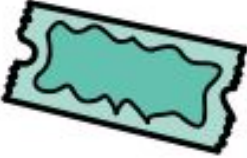












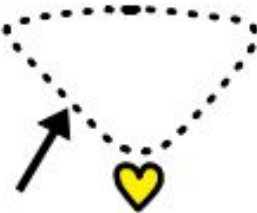



| | | | |
|--|---|--|---|
| <p>cage</p>  | <p>carrot</p>  | <p>candy</p>  | <p>car</p>  |
| <p>corn</p>  | <p>coat</p>  | <p>comb</p>  | <p>cup</p>  |
| <p>cat</p>  | <p>cow</p>  | <p>candle</p>  | <p>come</p>  |
| <p>count</p>  | <p>cut</p>  | <p>kite</p>  | <p>key</p>  |

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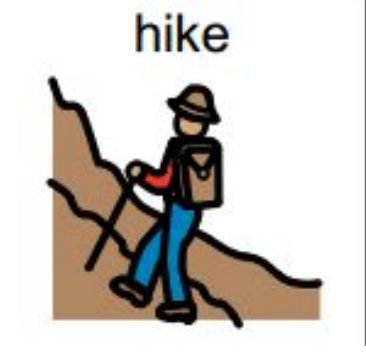
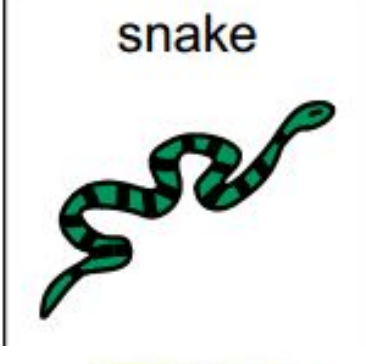
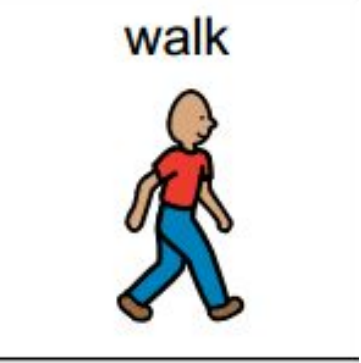
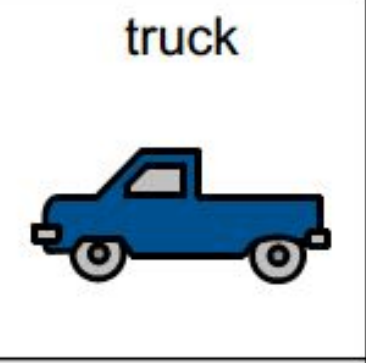
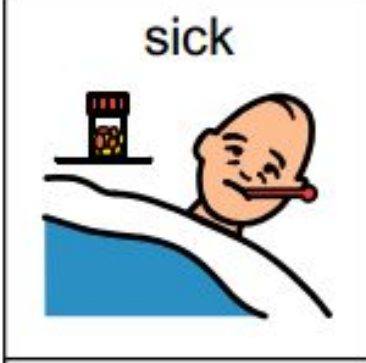
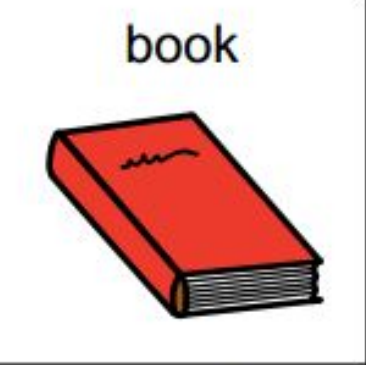
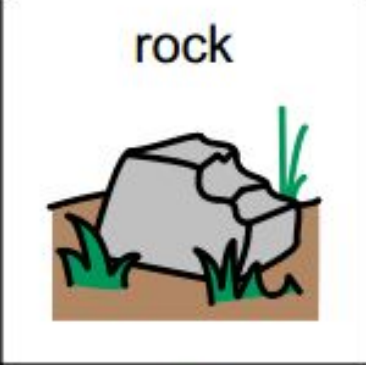
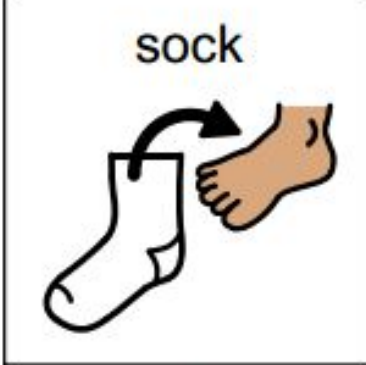
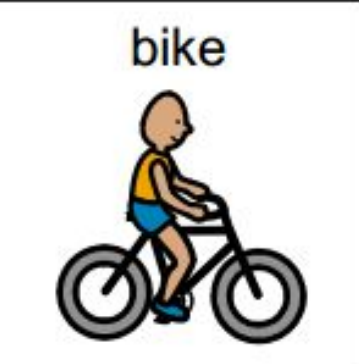
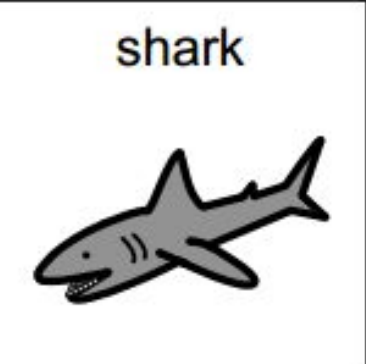
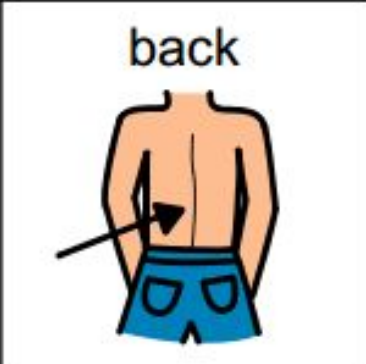
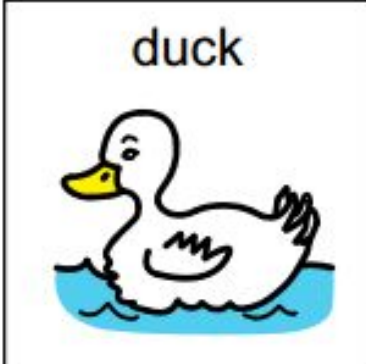


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|--|---|--|---|
| sucker  | ticket  | vacuum  | cracker  |
| rocket  | turkey  | bacon  | jacket  |
| chicken  | bucket  | peacock  | checkers  |
| sticky  | donkey  | necklace  | raccoon  |

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Island Picture

