



All about the /G/ sound

- The /G/ sound is made in the back of the mouth by lifting the back of our tongue up.
- We turn on our voice when we make the /G/ sound. Touch your neck/throat to feel the vibration.
- Some children can make the /g/ at the end of words before they can say the /g/ at the beginning of words.

Some common errors for the /G/ sound

- Some children use a /d/ for /g/ (“doe” for “go”)

Awareness activities to develop a child’s recognition of the /G/ sound in everyday conversations

- Emphasize the /G/ sound in your speech.
Example: Adult: “Let’s go. Listen, go has the ‘g’ sound.” “Go.”
For older children, provide the sound’s name too: “Go starts with /G/.”
- Emphasize /G/ words within the child’s speech.
Example: Child: “Where did it doe?” Adult: “Go? Where did it go? Let’s go find out.”

Cue child’s production of /G/ using corrective feedback strategies in everyday conversations

Child says: “date” (for gate)

Adult responds with a strategy that best fits the moment:

- Provide a good Model of the /G/ by saying the word again slowly and clearly:* “Gate.”
- Provide a Visual Cue:* Point to the back of your throat as you say “Gggate.”
- Provide a Verbal Cue:* “Listen to the /g/ sound. Gggate. I make a /G/ in the back of my throat.”
- Provide Feedback:* “I saw your tongue tip /dd/ when you were making the /G/ sound in gate.”
- Use a Communication Breakdown technique:* “Do you mean “date” or “gate?”

Target Sound Practice designed to give children many opportunities to say the /G/ correctly

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

Activity One: Awareness Activities for /G/ before Target Sound Practice

- Use the Listening List (below) to heighten awareness of the /G/ sound before target sound practice sessions.

Activity Two: Target Sound Practice for /G/ with words and picture cards

- Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /g/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

Cueing strategies for /G/ during Target Sound Practice

Child says: “dum” (for gum)

- Say, “Let’s try that again. “Gum.”
- Point to your mouth. Say “Watch me. Gum.”
- Put your fingers on near your throat/neck to give a visual cue and say “Gum.”

Listening List /G/ at the Beginning

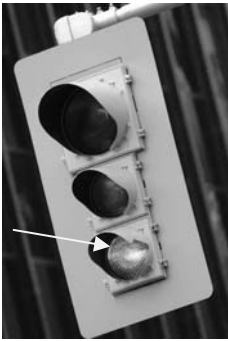
Say these words to your child. Have them watch and listen without repeating you.

gate	gab	gown	gallon
good	goat	gopher	gap
get	guess	garden	give

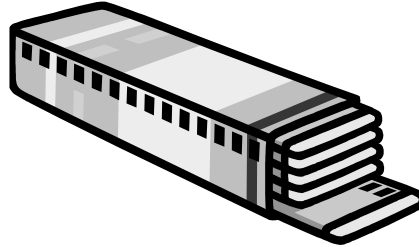


Target Sound Practice Cards

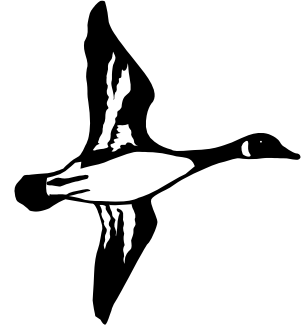
go



gum



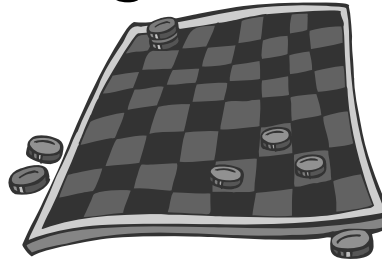
goose



gooey



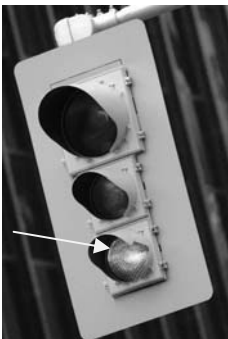
game



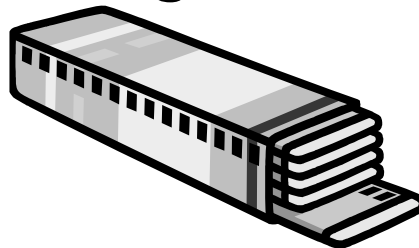
gas



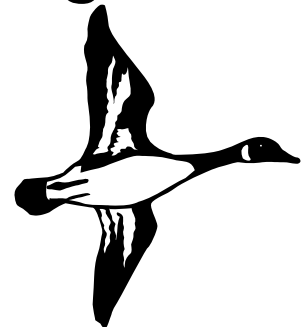
go



gum



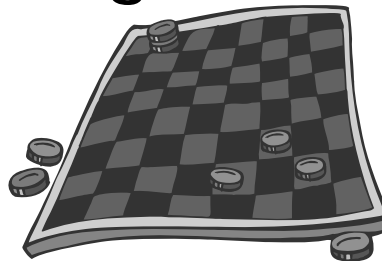
goose



gooey



game



gas





Carrying over Target Sound Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the childcare and/or school. This allows the child practice throughout the day and helps remind us the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

on the bathroom mirror
on the refrigerator
in the car during travel

on his/her cubbie at daycare/school
on the doorway leaving the classroom
on his/her pillow to say before bed

Ask me to say these words: go game gas gum	Ask me to say these words: go game gas gum
Ask me to say these words: go game gas gum	Ask me to say these words: go game gas gum
Ask me to say these words: go game gas gum	Ask me to say these words: go game gas gum
Ask me to say these words: go game gas gum	Ask me to say these words: go game gas gum



Child's Name: _____

Date: _____

SOUND PROBE - /G/ at the Beginning

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give the speech/language pathologist an idea of how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
<u>G</u> AVE	<input type="checkbox"/>	<input type="checkbox"/>
<u>G</u> OAT	<input type="checkbox"/>	<input type="checkbox"/>
<u>G</u> EESE	<input type="checkbox"/>	<input type="checkbox"/>
<u>G</u> OOF	<input type="checkbox"/>	<input type="checkbox"/>
<u>G</u> UY	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: