



**All about the /K/ sound**

- The /K/ is a sound made in the back of the mouth by lifting up the back of our tongue.
- Some children can say the /K/ at the end of words before they can say the /K/ sound at the beginning of words.

**Some common errors for the /K/ sound**

- Some children use a /t/ for /k/ (“bat” for “back”)

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

- Emphasize the /K/ sound in your speech  
Example: Adult: “I want a book. Listen, book has a /k/ sound. “Book.”  
For older children, provide the sound’s name too: “Book ends with /k/”.
- Emphasize /K/ words within the child’s speech  
Example: Child: “I got a rot.” Adult: “A rock? That is a rock. The rock is pretty.”

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

- Child says: “wat” (for walk)  
Adult responds with a strategy that best fits the moment:
- Provide a good Model of the word by saying it again slowly and clearly:* “Walk.”
  - Provide a Visual Cue:* Point to your neck and emphasize the /K/ sound as you say “Walk.”
  - Provide a Verbal Cue:* “Listen to the /k/ sound. Walk. I use the back of my mouth to make a /k/.”
  - Provide Feedback:* “I saw the tip of your tongue when you were making the /kkk/ sound.”
  - Communication Breakdown:* “Do you mean “wat” or “walk?”

**Target Sound Practice designed to give children many opportunities to say the /K/ 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 /K/ before Target Sound Practice**

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

**Activity Two: Target Sound Practice for /K/ 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 /K/ 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 to get correct production of /K/ during Target Sound Practice**

- Child says: “bat” (for back)
- Say, “Let’s try that again. “Back.”
  - Point to your mouth. Say, “Watch me” “Back.”
  - Put your fingers on your neck to give a visual cue and say “Back.”

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## Listening List /K/

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

hike	make	bake	cake
hook	sock	knock	rock
fork	lick	kick	shake



Target Sound Practice Cards

bike



cake



book



rake



lock



rock



bike



cake



book



rake



lock



rock





### 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 instills 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 countertop  
at his/her place at the dinner table  
on the car booster seat

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

Ask me to say these words: bike book lock rock	Ask me to say these words: bike book lock rock
Ask me to say these words: bike book lock rock	Ask me to say these words: bike book lock rock
Ask me to say these words: bike book lock rock	Ask me to say these words: bike book lock rock
Ask me to say these words: bike book lock rock	Ask me to say these words: bike book lock rock



**Child's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SOUND PROBE - /K/ at the End of Words**

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>ACHE</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>COOK</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>PIKE</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>POKE</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>LEAK</u>	<input type="checkbox"/>	<input type="checkbox"/>

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