












How to Correct G Sounds The Essentials

An Ultimate Articulation Program

Garth Schindel - SLPatHome

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About the Author

I have been helping children and their parents for over 33 years as a licensed speech-language pathologist. I have found that the best way to help children is to give parents the tools and strategies that they need. Parents are always their child's best teacher.

More information on speech and language therapy and all of my programs can be found on my website: Speech-TherapyAtHome.com

You are welcome to email me at SLP@Speech-TherapyAtHome.com

Garth Schindel, SLPatHome

Introduction

My “Ultimate” articulation programs offer the most powerful tools I know to treat speech sound disorders: Sound Cues, Minimal Pairs, Coarticulation and Complexity. Every child is different; speech therapy needs to meet the unique needs of each child. Having access to different approaches let you provides a tailored, effective, customized, speech therapy program.

These are the same ideas and strategies that I give parents when they come to see me. Helping children with individual sounds such as G can have a huge impact on their speech. Words become much easier to understand, children become more confident, and frustration is reduced for everyone.

Sound Cues provide children with helpful information to say sounds correctly and to fully understand the sounds that make up each word. Every sound in English is represented by its own Sound Cue. English is confusing. Sound Cues help.

There are 3 parts to each Sound Cue:

- Picture Symbol
- Label
- Hand Gesture

Picture Symbols are unique images that represent each sound. They make it easier for children to know what sounds are in each word and what sound they are expected to say.

Labels help younger children to know what sound you are talking about.

Hand Gestures are powerful prompts to help children make sounds correctly. Gestures that mimic how the sound is made in the mouth, help children to know what their tongue and lips should be doing to make the sound.

All of the practice words show the Sound Cues that make up each word.

The Sound Cue information for G is provided in this program. All of the Sound Cues are available in my free Ultimate Sound Cues program. This can be downloaded from my website: www.Speech-TherapyAtHome.com

Minimal Pairs are words that differ by only one sound. They help children understand that changing one sound in a word changes the meaning of the word. G minimal pairs contrast words with G/D at the start (“Deer/Geer”), at the end (“Mud/Mug”), in GR blends (Go/Grow) and GL blends (Gum/Glum).

Coarticulation. The sounds next to the sound you are working have a huge impact on the target sound.

I consider coarticulation to have two parts: Facilitation and Motor Sound Units.

The sounds before and after the target can make it easier, can facilitate, the sound you are working on. For example, vowels that are made in the back of the mouth such as U in “Bug” and Ah in “Hog” make it easier to make the G sound.

Words are not simply individual sounds put together. Sounds are not made in isolation they are made in Motor Sound Units. The motor plan to say “Bug” combines saying “Bu” with “ug”. The sounds need to flow together.

Practice words at the CVC level are sorted by the different vowels next to the G sound so you can work on coarticulation.

Complexity. Working on sounds in harder, longer, words, and in harder sound combinations challenges children’s speech production system. This results in faster progress for the target sound and progress for the for the other sounds in the words and combinations.

Practice always needs to be at a level where success is possible. We do not want to practice errors. When practicing complexity, you need to ensure that you are working at the right level for your child.

Practice words move from simple CV and VC to CVC to longer words, to words with every possible G cluster and then words with multiple G sounds. This allows you to easily practice at exactly the right level.

Disclaimer:

While I am a certified speech-language pathologist and all the ideas in this book are ones that I use with the parents who come to see me, this program does not replace an assessment or treatment with a speech-language pathologist or any other professional. I sincerely hope that you find my ideas and information helpful but if you have continued concerns about your child’s speech development, please seek professional help.

Who is this Program for:

This program is designed to be used by anyone who wants to help a child's speech. It provides step by step guides for parents and those not familiar with speech therapy while also providing all tools that an experienced speech therapist can use to be as effective as possible.

What Can Go Wrong with G?

The G sound can be tricky for some children. Often a D sound is substituted making words such as "Good" and "Bag" sound like "Dood" and "Bad". Mistakes such as these can make speech much harder to understand.

G's can be harder to make because you need to move your tongue all the way to the back of your mouth and stop the air enough for it to explode out while using your voice.

Steps for Working on G Sounds

These are the main steps to follow when trying to help your child with the G sound. More information on each step follows in the program.

Step 1. Asses the G Sound. Find out if the G sound needs to be work on. Start by doing a simple assessment to see how your child is doing. My G Assessment starts on the next page.

Step 2. Should you Work on G? If the G sound is weak, you need to decide if you should be working on it. Just because a G isn't sounding right doesn't always mean that it is appropriate to work on. You need to consider factors such as: Your child's age, How the sound is affecting them, If this is a good time for you and your child to work on sounds, and Do they want to work on G?

Step 3. Know Where to Start. If you should be working on G, you need to know where to start. Are they ready to sit down and practice? Can they do a good G all by itself? Do they need to start with you making them more aware of G sounds?

Step 4. Establish a Strong G. If needed, establish a good G sound. Your child needs to be able to make a good strong G sound before they can practice G in words. This is a very important step. Do not work on G in words if your child does not have a strong consistent G sound by itself. If you move ahead too soon practice is often frustrating and progress will be slow.

Step 5. Practice. Practice the G in all the different positions of words until it becomes "easy".

Step 6. Carryover Help your child to use their good G all the time, every day without any help. You've done it! It's not always easy but it is always worth it.

Does my Child Need to Work on the G Sound?

Often it depends. Here are some factors to consider.

Age:

Some problems with the G sound can be age appropriate until 4 years of age. Children older than this are much more likely to need help if they are still having consistent trouble with G. As children become older it is less likely that their speech will change by itself.

As a Speech Therapist, I need a good reason to work on G's when kids are younger than this. As a parent, I would work on my child's awareness and development of all sounds as early as possible. Providing children with awareness of sounds helps the sounds to develop. Awareness of speech sounds is closely linked to good early reading and writing skills – phonological awareness. Having clear speech also helps children to develop their language and social communication.

Consistency:

Some children will have trouble with sounds only in specific words. This is often because of a habit or because of the other sounds in the word. Inconsistent errors can also mean that the sound is still developing. Trouble with only specific words and inconsistent trouble is usually much less of a concern.

G at the start of words is usually the easiest for children to say, followed by G at the ends of words. G in the middle of words is often much harder for kids to say.

If a child consistently has errors, then it is much more important to work on. Inconsistent errors often means that the sound is still developing.

G by Itself and Ability to “Fix”

Were they able to easily make a good G sound by itself? If they could do this then they have a good start. Were they able to easily “fix” most of the G sounds in words the second time when you said the words first? If they can easily go back and “fix” most of the Gs then it likely means that they are still learning how to make the G sound. G may continue to develop, especially if they are made aware of it. My level of concerns with children who still seem to be learning a sound depends a lot on their age. I would be much less concerned about a 4-year-old who still seems to be learning the G sound than I would with a 5 or 6-year-old who is still having difficulty.

Intelligibility:

Is your child hard to understand? As a general rule, strangers should understand 2-year-olds 50% of the time, 3-year-olds 75% of the time and 4-year-olds almost all of the

Should you Work on G?

If your Child's G sound is weak and it needs to be worked on, you now need to decide if you should be working on G. Here are some things to consider:

Hearing

It is important to ensure that your child is hearing well. Of course, you want your child to have good hearing overall, but good hearing can be especially important for speech sounds. If hearing trouble is making the G sound muffled or distorted it will be very hard for your child to learn to say it correctly.

If you have any concerns with your child's hearing, it is very important to discuss this with your doctor and to have it assessed if needed.

If your child is not hearing their best, then you should likely wait to work on G or seek professional help.

If your child has a hearing loss, you can still work on G but it is not going to be as easy. You will need to place much more focus on helping them to know how the G sound feels and where they put their tongue to make it correctly. I would recommend that you consult with a speech therapist or a hearing specialist.

Tongue Movement, Coordination and Strength

You need to coordinate several movements to make a good G. You need to open your mouth, move your tongue back, block the air and then let it explode out with your voice on. Problems such as Childhood Apraxia of Speech can make it harder to coordinate movements. Tongue Ties can keep your tongue from moving where it needs to go. Weak, floppy tongues that look too big for their mouths can prevent the G from sounding strong. Dentists, speech therapists and orofacial myologists can do assessments that look at tongue movement, coordination, and strength.

If any of these areas are concerning, they should be assessed by a professional before trying to work on G.

Do They Want to Work on G?

As children get older you need to consider how much they want to change their speech. Younger children can usually be persuaded to practice, but older children, especially as they become preteens will have a bigger say in how therapy happens and how effective it is going to be.

While it is rare that older children need to work on G, it can happen. If your older child does not want to improve their G sound, then trying to work on G is going to be frustrating for both of you.

Have an open and honest conversation with your child. Are they aware of their speech difference? Is it affecting how they feel about themselves and how they interact with others? Let them know that it is much easier to change speech patterns now while they are “young”. Talk about why you want to help them work on their speech. You care about them and want what is best.

If they still don't want to work on G, give it some time and ask again. Help them come to the decision to work on G on their own. Once an older child has decided to work on speech sounds, they often make very good progress as this is something they want to do for themselves.

Do you Both Have Time?

You don't need much time to work on G, but you need to be committed. Consistency is key. A little bit, 10-15 minutes a day, 4-6 days each week is often enough. Some parents are able to work practice into their daily routines so that it doesn't take any extra time at all.

But life gets busy, and time gets short for everyone. If life is going to be extra crazy for the next little while, then it might be best to wait. But don't wait too long. The longer your child is making a mistake with their speech sounds the harder it will be to correct.

Where to Start

There are two main places/ways you can start to work on G sounds. Indirectly and Directly.

If your child cannot easily do a G sound by itself, or if your child is not ready to sit down and practice for a few minutes each day, then you will want to start with Indirect Speech Therapy. Indirect Therapy will make your child more aware of speech sounds and will give them the information they need to get ready to learn how to say the sounds correctly.

Younger children are often not ready to sit and do “therapy”. Also, some older children will be resistive to doing direct therapy – especially with mom and dad. These children need to start working on the G sound indirectly.

If your child is able to make a good G sound and is able to sit down for a few minutes each day and “practice”, then you can start with Direct Speech Therapy. Direct speech therapy is structured activities/games where you are working directly to help your child change their speech.

If you child is ready to practice but they can't make a good G, then you will need to start with Establishing the G Sound.

Indirect Speech Therapy: How to “Work” on the G Sound without “Practicing”

Indirect Speech Therapy focuses on increasing your child’s awareness of specific sounds. Awareness is needed to get ready to say the sounds correctly. Indirect therapy can also be used to “work” on sounds when children are resistive to more formal “practicing”.

Try the following ideas for Indirect Therapy:

1. Give the sound a label. For younger children who do not understand what the letter G is, it often helps to call it something that they do understand. Using a label will make them more aware of the G sounds. Calling it the “Gargle” or “Throat” Sound often works well. You can use any label that makes sense to your child. The label itself doesn’t matter as long as it has meaning to your child. English is confusing, sound labels help.
2. Give the sound an action. Pairing a physical action with a sound makes it easier to say the sound, but for now you are using the action to help draw your child’s attention to the sound.

Actions that mimic how the sound is made in your mouth are usually the best. For G try placing two fingers horizontally across your throat. Move your fingers gently up and back as if trying to raise the back part of your tongue then move them quickly away from your throat as the sound “explodes” out. This is very similar to the gesture for K. For K you use only one finger. The extra finger for G shows that your voice is on.



Until your child is ready to make the G sound you would just do the action to draw their attention to the sound. Once they are able to make a G then having them do the action will make it easier for them to make the G sound.

3. Use a Picture Symbol. Pointing to a picture as G sounds come up will also increase awareness of the G sound. Once they are ready to say the K sound you can use the picture to remind them to say the G sound correctly. I like to use this picture of a boy coughing but you can use whatever image makes sense to you and your child.

Establishing the G Sound

If your child is not able to do a G sound by itself or in any words you will likely need to help them learn how to make it. All of the Indirect Therapy Ideas will help, especially if they are watching how you make the sound but sometimes you will need to do more.

The G sound is made by touching the back of your tongue against the back of your throat. You need to have enough of your tongue back so that you make a seal against your throat. You build up a bit of pressure and then quickly move the back of your tongue down to let the sound explode out. As the sound comes out you turn on your voice to make it “noisy”. This is the same way that you make a K sound except that you use your voice for G.

G can be tricky to teach. It is hard to see what is going on so far back in your mouth and you need to coordinate a few different tongue movements to get the sound out right.

Below are all of the ways that I use to help establish a G sound. Some work better for some children than others so try them all to see which works best for you and your child. Try each one a few times and then move on to the next. If none helps to make a good G sound don't worry. Just keep trying. Sooner or later, one will work but only when your child is ready for it to work. In the meantime, just keep increasing awareness with the Indirect Therapy Ideas.

Start by showing and explaining what to do. Open up wide and have them watch your tongue move back. Tell them to pull back their tongue to the very back of their mouth and then let the G explode out.

Demonstrate each of the ideas below before having them try. Using a mirror can help to where the tongue is going.

Open up. Opening your mouth a bit naturally pulls the tongue back keeping it away from the teeth. Most children will substitute a D sound for the G so you want to keep the tongue away from where the D is made.

Tongue behind bottom teeth. If their tongue tip keeps wanting to move up to make a D sound try having them put it down behind their bottom teeth. Tell them to keep it there and then lift up the back part of their tongue.

Helper Vowels. Vowels that are made in the back of the mouth such as “U” and “Ah” help to get the tongue in the right are for the G. Try saying “U” or “Ah” and then moving into a G sound. At first try to not stop between the vowel and the G. If this is working well add in a short pause or try adding more G's after the vowel. “U..G..G”, “Ah..G..G”.

Touch your throat. Have your child gently touch the top of their throat just below their chin. Push up and back very gently. This can help tell the tongue where it needs to go. Try this as they open wide and just as they are finishing the “Ah” sound and are going to

Speech Ladder

A Speech Ladder shows that saying a good G sound becomes harder with different tasks. The tasks generally move from easiest to hardest. You don't have to climb step by step, you can jump around a bit, as long as you are hearing good G sounds.

1. Saying the G sound all by itself or with a "helpful" vowel such "Ug" and "Gaw". Do not move on until this is easy and consistent. Do not accept a coughing like sound for G.
2. Adding other vowel sounds before or after the G to make nonsense syllables such as "Ig, Og, Eg, Ga, Ge, and Gi". Consonant Vowel (CV) and Vowel Consonant (VC) words and nonsense words.
3. Saying short words (Consonant Vowel Consonant) words that start or end with G such as "Gum" and "Bag". Watch out for words with a D in them such as "Dog" and "God". The D makes it harder to do the G as they pull the tongue into the old wrong position.
4. Saying words with G blends such as "Grab" and "Glass", can be harder because your tongue needs to move from one consonant to the next position.
5. Saying longer two and three syllable words where G is either in the middle or at the ends of the words can be harder as they will have more to remember before saying the G sound.
6. Saying words that have more than one G such as "Goggles", "Guinea Pig" and "Gargle" can be challenging.
7. Saying G words in short sentences/phrases. Putting the G word at the beginning such as "Goldfish are nice" is easier than putting the G word at the end such as "I see a Goldfish".
8. Saying the G word in longer sentences. Repeating a sentence is easier than making your own. Having the G word at the start of the sentence is easier than in the middle or at the end.
9. Saying sentences with more than one G word is even harder. "The golden girl got a new go-cart and had a race with a goat" would be a great challenge.
10. Making up short stories using G words.
11. Talking in a conversation – where they are focused on making good G's.
12. Talking in general conversation – using a good G all the time. This is the final goal.

Direct Speech Therapy

When your child is able to easily make a good G sound by itself or with a helpful vowel, and they can sit down and focus on a structured activity/game for a few minutes at a time, then you are ready for Direct Therapy. Direct Therapy will give them the practice and repetition that they need to master the G sound. But try or keep doing some of the “Indirect Therapy” ideas too. These will provide them with the extra awareness and practice needed to make great progress.

Remember, do not try to practice G in words until your child is able to make a good clear G sound easily and consistently by itself or in a syllable such as UG, or GU. This is very important.

Tips and Tricks for Working on G Sounds

1. Practice success. Try to have your child get the sound right at least 80 to 90% of the time. This is my Golden Rule for speech therapy. Do whatever you need to ensure success. Work towards getting the sound right most of the time. You do not want to practice errors. As They get better at the G sound gradually make it harder.

To Make it Easier:

- Start low on the Speech Ladder.
- Use Helpful Vowels
- You say the word first and have them watch to see how you made the sound and then repeat after you.
- Have them say the word in repetition. Such as “Go, Go, Go Go.” with just a little space between the words.
- Work on the easy words first. Some words because of the different sounds in the word or because of a habit are harder to say. Words with a back vowel (ones that you make in the back of your mouth: (U as in “Gum” and “Guss”) are often easier.
- It is often easier to say the G sound if you break the words apart. For example, “G...olf”, “Dra...g...on”, “Ba...g”.
- Say the word slowly.
- Use a Hand Gesture.

To Make it Harder:

- Gradually take away the support that you were providing.
- Have them say the word first.
- Have them say the word in repetition (4-5 times). Then have them stop. Tell them to think about how they made the sound. I like to say, “Think about it”. After a couple of seconds have them say the word again. This short pause can make it much harder to say the sound correctly.
- Don't use the Hand Gesture.

Carryover - When to Stop Practicing?

The goal of working on any speech sound is that your child will be able to use the sound independently in their everyday talking. This is carryover. Carryover can take a long time and be difficult for some children. Others will pick up new ways of saying sounds very quickly.

Try to think about and start working on carryover as soon as you can. Here are some ideas to try

- Keep up awareness. Continue to work on the ideas from Indirect Speech Therapy.
- Continue to practice saying the sounds correctly with lots of repetition. The repetition will help them learn to say the sounds automatically.
- Catch good G sounds as they come up. When you are not practicing and hear a good G sound, make a big deal out of it. Let them know that you heard them use their good sound. Try keeping track of the number of good G sounds you hear and reward them.
- Word of the day/week. Once they can say some words with good G's fairly consistently, have them pick a word with a G sound and put its picture someplace where you will both see it. Now try to make this word come up as many times as you can through the day and let them know that they "must" say this word right each time it comes up.

Keep track of words that would be good to work on and put them into a container. Have your child pick a word out to be their Word of the Day/Week.

- Focus Words. Providing extra focus on a short number of common every day words is a very powerful way to make practice meaningful, effective and to promote carryover.

With your child, pick 4 to 5 words to work on. Make sure they can make a good G sound in these words, even if you need to help in some way. The G could be at the start, in the middle or at the end of the word. Words that are meaningful such as names, favorite foods, favorite toys/activities, sports teams etc. are often good ones.

Make a list of these words. For younger children find a picture for each. Put this list somewhere where you both will see it every day.

Practice the words on this list every day. Say each word at least 10 times. You can practice other words too but always practice these ones.

Games to Play when Practicing G Sounds

Playing simple games makes it motivating for your child to practice sounds. It doesn't matter what game you play as long as you both are having fun.

An easy way to play is to have your child say a word a certain number of times, usually 5 to 10, before they get a turn at a favourite game such as "Pop up Pirate", "What's in Ned's Head", "Don't Break the Ice" or getting another piece of "Lego" or of a puzzle. Any simple game where you need to take turns works well. Make sure to take your turn at the game too. When it's your turn you can practice saying the words or they can say the words for you.

Sometimes it can help to make these games special ones that you only play when you practice speech.

Just be careful that the game doesn't take away too much from practicing the sounds. If the game is "too fun" it will make it harder for them to remember to say the sounds right. Try to find the right balance. Also watch out for games that take too long to set up and ones that take too much time between turns.

For some games you will need to cut the G pictures apart. To help the pictures last use clear contact paper or laminate the cards in some way. You could also glue or tape the G pictures to a deck of regular playing cards. The practice images are 2.2" by 3.2", just a bit smaller than a regular sized playing card.

Repetitive Games:

Games where your child is saying the G sound or G words over and over again are a great way to establish the G sound. Try:

- Take turns telling each other to "Go".
- Take turns telling each other to "Get" something.
- Pretend to be babies "Ga, Ga, Goo, Goo"

Simple Games to Try:

Fishing. Put a paper clip or a couple of heavy-duty staples in each card. Make a fishing pole with a magnet on the end of the line. Turn the cards upside down and have them "fish" for the cards. Say the cards as you catch them.

Bowling. Put a card under each bowling pin. Throw the ball and then say the words under the pins that were knocked down.

More Challenging Games

As your child gets better at saying the G sound you can make it more challenging by playing games that have your child say the G word in a short sentence or ones where they are saying more than one G word for each turn. Here are some ideas to try.

Make a Story. Set out a few cards and start a funny story. Have them use the cards to fill in the blanks as they come up. For example, “Once upon a time a _____ ate a huge _____ for breakfast.” If able, have your child tell back the story. If this is too hard just have them say the G words as you say the rest of the story.

I Will Buy. Go on a pretend shopping trip with your child. Using the cards have them make and add to the list of what they will buy. For example, “I will buy a “Goat, a Golf ball and a wig”. See how long you can make the list. Instead of saying “I Will Buy”, say “I will get” or “Going to buy...” to get even more G sounds.

Silly Sentences. Set out two or three cards and make up a silly sentence that uses all the cards. “The Gorilla played with a Gopher in the Garage.”

Guessing Game. Play the Guess What game and add words and phrases such as “Guess again”, “Can you guess”, “You’re getting there” as you play.

Drop a G. Set out cards on the floor and drop something that has an G in its name on the cards – bean bag, a stuffed dog, toy dragon, etc. Say what you dropped and what it landed on. Try having two of each card on the floor and see who can get the most pairs.

Would you Rather. Ask your child Would you Rather questions that use G words. Such as “Would you rather have a pet Goat or a Goldfish?”, “Would you rather cut the grass or plant the garden?”. If you search, Would you Rather questions you will find lots of fun ideas.

Silly Direction Cards. Make a set of recipe/flash cards that have silly directions to do that use lots of G sounds such as:

- Go behind the chair
- Pretend to be a gorilla.
- Fly like an eagle.
- Tell me what a goat eats.
- Pretend to read a magazine
- Make a goldfish face.
- Blow a pretend gum bubble.
- Show me how to juggle.
- Boo like a ghost

Take turns picking a card, telling each other what to do and being silly.

Games that Naturally Have the G Sound

Playing games that naturally have words with G sounds is a great way to practice and can be very helpful for children who might be tired of using cards or who don't want to "practice". Such as:

Go Fish Emphasize the Go as you play this fun card game.

Can you Guess Play Eye Spy but say "Can you Guess" as you play. Another version is to place objects in a bag and **Guess** what is in the **Bag**.

Get me and Tag As you play tag.

Hungry Hippos or the version with **Hungry Frogs**

Glue and **Glitter** as you do crafts.

Wind-up toys Wind-up toys and have him say "Go ____" as you let the toy go.

Goal!!! Play any game where you can score. Announce "Goal!!!" each time someone scores.

Duck Duck Goose Placing lots of emphasis on the G in goose.

Go Get Take turns giving each other instructions to "Go Get" things around the house.

Gargle Use the large picture of the boy gargling on the next page. Cut a slit in his mouth and have him gargle fun G pictures.

Card Games

Add G words to a deck of regular playing cards. Tape/glue G pictures onto the cards or write the words on the cards. Most games will need more than one card with the same word. It often works best to have the same word/picture on all the Sevens, Queens, Kings etc. Play any regular card game that requires some talking. This is a great way to make practice challenging. Some games to try:

Go Fish. Deal out 5 or 6 cards. Take turns asking each other if they have a certain card in their hand. If they don't have the card they say "Go Fish" and you have to draw a card from the deck. The person with the most pairs wins.

Steal A Card. Place a stack of cards face down on the table. Turn over the top card and name it. Place it face up in front of you. The next player does the same. If you turn over a card that is already face-up on the table, you get to steal that person's card to make a pair. Whoever has the most pairs wins.

Sound Cues

These are the Picture Symbols and Labels for each of the Sound Cues. The sound cues are under each practice word. My complete Ultimate Sound Cues program is available for free on my website: www.Speech-TherapyAtHome.com.



B as in "Boy"



P as in "Pop"



C/K as in "Can"



G as in "Go"



T as in "Top"



D as in "Drum"



F as in "Fun"



V as in "Van"



H as in "Happy"



J as in "Jam"



L as in Laugh



M as in "Mom"



N as in "No"



Qw as in "Queen"



R as in "Run"



IR as in "Bird"



S as in "See"



Z as in "Zoo"



W as in "We"



Y as in "Yes"



Ch as in "Chip"



Sh as in "Shoe"



Zh as in "Treasure"



Th as in "Think"



Th as in "There"



Ng as in "Ing"



Short A as in "Cat"



Short E as in "Pet"



Short I as in "It"



Short O as in "Off"



Short U as in "Up"



u as in "Book"



Long A as in "Ape"



Long E as in “Eat”



Long I as in “Pie”



Long O as in “Toe”



Long U “Oops”



Oi as in “Oil”



Ow as in “Cow”



Ew as in “Few”

The Sound Cues are underneath all of the practice words. I used General American Pronunciation for each word. If you pronounce the words differently, either ignore the sound cues or change them to what works for you.

Some words can be pronounced differently depending regional accents. I used two different pronunciations for some words such as tag, bag, sag, wag, that are often said in two different ways.

Further information on how to use the Sound Cues, labels, how to stimulate each sound and the hand gestures that go with each, is included in my Ultimate Articulation Program which can be found on my website: www.Speech-TherapyAtHome.com.

You of course do not need to use the sound cues to teach G’s but I have found that they can be very useful. I hope you find these sound cues helpful. Let me know if you have any questions.

How the Practice Words are Divided

Some practice words will be harder for children to say than others. The practice pictures in this program generally move from easiest to harder. The general rules I used to divide the practice images are as follows:

- Vowels both before and after the target sound have a big influence on saying the target sound. The CVC words are divided by the different vowels. The OI vowel as in “Boy” and the EW vowel as in “Fuel” are not included as there are not any words with g and these vowels together – at least no common English words.
- Shorter Words are Easier than longer ones
- Sounds at the Start of words are easiest, followed by sounds at the End and then sounds in the Middle
- Sounds blended with one other consonant are more difficult. Words with the blend at the start are easiest

- Sounds in a triple consonant blend are harder than shorter blends
- Words with multiple target sounds are the hardest

These are just generalization; every child is different and will have different difficulty with words. I've tried to stay with these rules as much as possible when organizing the practice words.

The order of the practice words is as follows:

- G at the Start of Words: CV and VC Word Shapes
- G at the Start of CVC Words Divided by Vowels
- G at the Start of Longer Words
- G in the Middle of Words (only words where the target sound is between two vowels are considered to be in the "middle")
- G at the Ends of CVC Words Divided by Vowels
- G at the Ends of Longer Words
- GD Blends
- GL Blends
- GR Blends
- GW Blends
- GZ Blends
- NgG Blends
- NGR Blends
- NgGL Blends
- NgGR Blends
- Words with Multiple G's
- Minimal Pairs D-G at the Start of Words
- Minimal Pairs D-G at the End of Words

This program contains 379 practice words. From very simple ones to ones with complex word shapes and sound combination. I've also included as many of the different possible combinations of G with the different vowels and G consonant blends as I could in this program. This variety allows you to choose the words you need to make a custom program for your child.

Many of the words are very common and functional such as "Go", "Game" and "Bag" but others are less common such as "Ga", "Geck" and "Gauche". These uncommon and made-up words provide the variety needed to practice specific motor movements from one sound to another and can help to break habits that children sometimes have with common words.

List of Practice Words:

G at the Start of CV Words:

Ga	Gu	Go
Ge	Gay	Goo
Gi	Ghee	Gow
Gaw	Guy	Guu

G at the End of VC Words:

Ag	Ug	Oge
Egg	Agg	Oog
Ig	Eeg	Owg
Awg	Ige	Uug

G at the Start of CVC Words with :

Gap	Gat	Gaff
Gal	Gam	Gab
Gash	Gas	

G at the Start of CVC Words with :

Get	Ged	Gev
Geck	Gep	Gen
Guess	Gell	

G at the Start of CVC Words with :

Gill	Gim	Gib
Gitch	Git	Gid
Give	Gip	

G at the Start of CVC Words with :

God	Gone	Goth
Gawk	Gosh	Got

Gotch

Gob

G at the Start of CVC Words with 

Gum

Gus

Gush

Gun

Gut

Guff

Gull

Guck

G at the Start of CVC Words with 

Gate

Gaze

Gain

Gauge

Gave

Game

Gabe

Gape

G at the Start of CVC Words with 

Gear

Geez

Geel

Geese

Geet

Geem

Geek

Geep

G at the Start of CVC Words with 

Guide

Gime

Gibe

Guile

Gife

Gipe

Guys

Gite

G at the Start of CVC Words with 

Goat

Goad

Gauche

Goal

Goes

Gobe

Gore

Goer

G at the Start of CVC Words with 

Goose

Goop

Ghoul

Goon

Goood

Gooze

Goof

Goob

G at the Start of CVC Words with 

Gown

Gaur

Gowk

Gout

Gowl

Gowf

Gouge

Gauch

G at the Start of CVC Words with 

Good

G at the Start of Longer Words

Gamer

Gama

Gotcha

Games

Gopher

Geisha

Goalie
Gulf
Guides
Gavel
Gongs
Guest

Geeks
Give Me
Go Home
Gulps
Get Out
Get Up

Gumbo
Got It
Get Down
Get One
Good Idea
Galumphed

G at the End of CVC Words with :

Rag
Zag
Tag

Sag
Bag
Wag

Quag
Lag

G at the End of CVC Words with :

Beg
Tegg
Leg

Keg
Meg
Peg

Reg
Seg

G at the End of CVC Words with :

Wig
Fig
Jig

Zig
Big
Pig

Rig
Dig

G at the End of CVC Words with :

Dog
Fog
Jog

Hog
Log
Bog

Cog
Sog

G at the End of CVC Words with :

Dug
Bug
Chug

Hug
Lug
Pug

Mug
Tug

G at the End of CVC Words with :

Shag
Jag
Vague

Quag
Tag
Wag

Bag
Sag

G at the End of CVC Words with  / :

League
Peag
Beag

Teeg
Loog
Boog

Hoog
Doog

G at the End of CVC Words with  / :

Sug

Fugue

G at the End of Longer Words

Brig

Flag

Frog

Plug

Swag

Drag

Smog

Blog

Sprig

Earwig

Fatigue

Bean Bag

Hedgehog

Bear Hug

Earplug

Bulldog

Nutmeg

Hotdog

Fried Egg

Litterbug

Catalogue

Lunch Bag

Ladybug

Broken Leg

G in the Middle of Words

Ego

Ago

Eggo

Pogo

Yoga

Buggy

Again

Baggy

Zogo

Lego

Seagull

Tugging

Wagon

Begging

Jogging

Nuggets

Dragon

I Got It

Spaghetti

Very Good

Alligator

Magazine

Asparagus

Stegosaurus

GD Blends

Egged

Begged

Vogued

Lugged

Tagged

Dogged

Bagged

Bugged

Snagged

Frogged

Slugged

Plugged

Dragged

Pigged Out

Big Deal

Plugged In

GL Blends

Glow

Glue

Glee

Glass

Glen

Glob

Glum

Glade

Glean

Glare

Globe

Glove

Glide

Glider

Glitter

Glory

Eagle

Waggle

Juggle

Global

Piglet

Spyglass

Paraglide

Rectangle

GR Blends

Gr

Grow

Gray

Girl

Groom

Grass

Growl

Green

Grouch

Grin
Garage
Gravy
Grump
Grind

Grilled Cheese
Granola Bar
Eager
Bigger
Booger

Sugar
Cougar
Hamburger
Yogurt
Tiger Moth

GW Blends

Gwee
Gwail
Gwen

Gwailor
Gwalch
Gwyneth

Wigwam
Guatemala

GZ Blends

Eggs
Legs
Begn
Bugs
Pigs
Zigs

Zags
Leagues
Rags
Hogs
Digs
Jogs

Chugs
Frogs
Plugs
Flags

NgG Blends

Bingo
Congo
Bongo

Mango
Tango
Dingo

Fungi
Kangaroo

NGR Blends

Engrave
Ingrown
Ingrate

Engross
Ungroomed
Congrats

Ungrateful
Ingredient

NgGL Blends

Angle
Shingle
Jingle

Jungle
Jangle
Dongle

Bangle
Tangle

NgGR Blends

Anger
Angry
Hunger

Hungry
Hangry
Mangrove

Congress
Hungrily

Words with Multiple G Sounds

Gaga
Go Go
Goo-goo
Google

Giggle
Goggles
Gargle
Guide Dog

Eggnog
Wigwag
Dog Tag
Good Game

Zigzag
Big Dog

Shag Rug
Guinea Pig

G - D Minimal Pairs at the Start of Words

Do – Goo
Dot – Got
Die – Die
Deer – Gear
Dull – Gull
Date – Gate
Down – Gown
Dawn – Gone

G - D Minimal Pairs at the End of Words

Sod – Sog
Rode – Rogue
Bud – Bug
Mud - Mug
Bid – Big
Lead – Leg
Bed – Beg
Bad – Bag

G - GR Minimal Pairs at the End of Words

Go – Grow
Goo – Grew
Gay – Gray
Gab – Grab
Gas – Grass
Goop – Group
Sug – Sugar
Big – Bigger

G - GL Minimal Pairs at the End of Words

Go – Glow
Goo – Glue
Gum – Glum
Gas – Glass

Practice Words:

Following are the practice words. They are oriented to landscape.

G at the Start of CVC Words with 



Gap



Gal



Gash



Gat



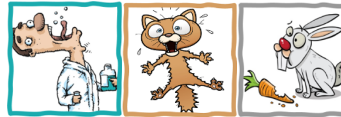
Gam



Gas



Gaff



Gab



G at the Start of Longer Words



Gamer



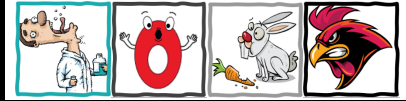
Games



Gama



Gopher



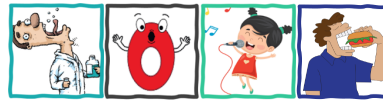
Gotcha



Geisha



Goalie



Gulf



G at the End of CVC Words with 



Wig



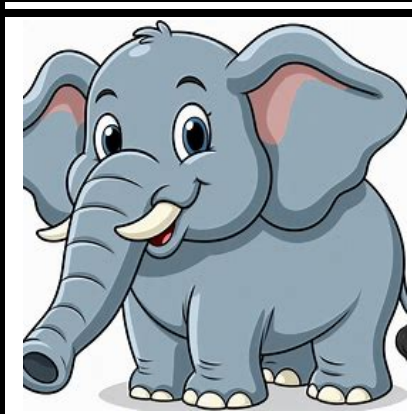
Fig



Jig



Zig



Big



Pig



Rig



Dig



G at the End of Longer Words



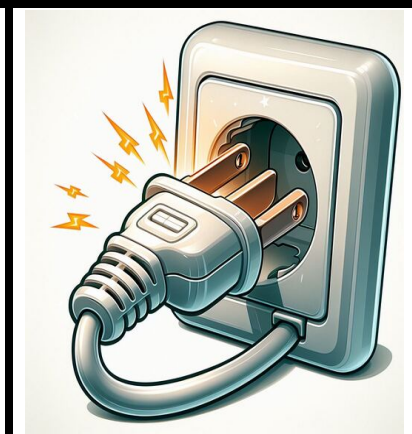
Brig



Flag



Frog



Plug



Swag



Drag



Smog



Blog



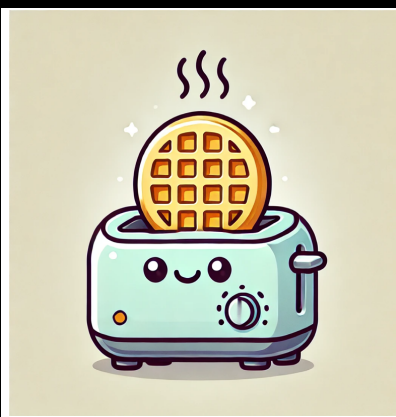
G in the Middle of Words



Ego



Ago



Eggo



Pogo



Yoga



Buggy



Again



Baggy



GD Blends



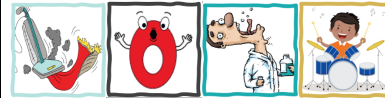
Egged



Begged



Vogued



Lugged



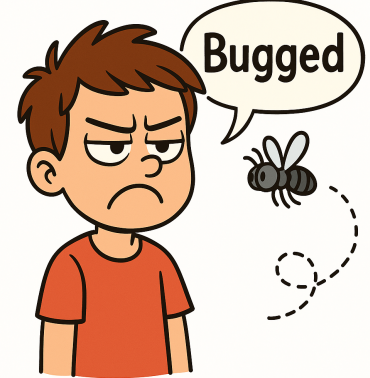
Tagged



Dogged



Bagged



Bugged



GL Blends



Glow



Glue



Glee



Glass



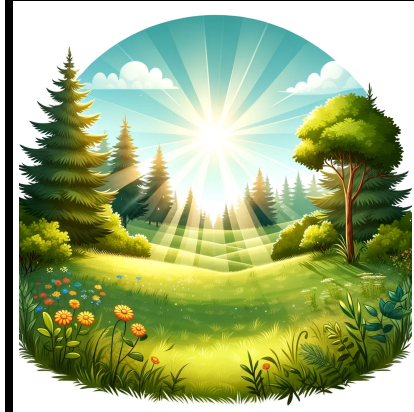
Glen



Glob



Glum



Glade



Words with Multiple G Sounds



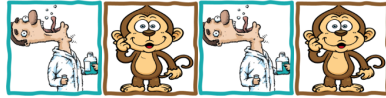
Gaga



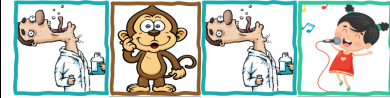
Go Go



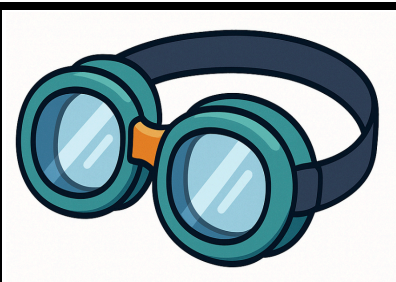
Goo-goo



Google



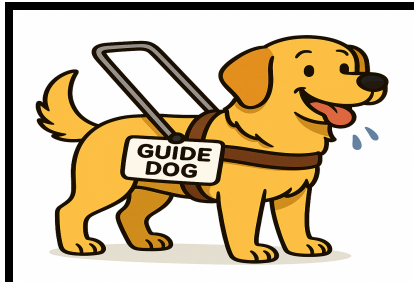
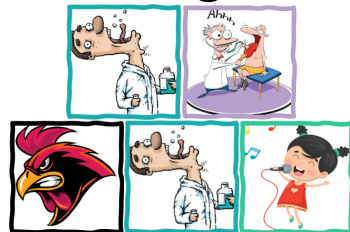
Giggle



Goggles



Gargle



Guide Dog



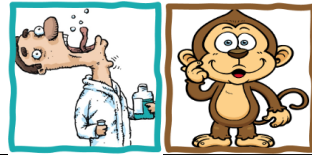
G D Minimal Pairs at the Start of Words



Do



Goo



Dot



Got



Die



Guy



Deer



Gear



