






How to Correct K Sounds The Essentials


An Ultimate Articulation Program


Garth Schindel - SLPatHome


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
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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

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Introduction

This program is intended to help anyone work on K sounds. Anyone, Speech Therapists, Teachers and Parents, can, with the right guidance, help children improve their speech skills. This step-by-step guide contains everything you need to work on K sounds.

Being able to say speech sounds correctly is important. It affects our ability to communicate with others, how well we learn to read and spell, how we see ourselves and how others judge us.

The C/K sound usually develops between 2 1/2 and 3 1/2 years of age for both boys and girls. As a speech therapist I usually start working on K when children are 4 years old. Waiting too long can make it harder to work on K because they have been saying the sound differently for longer. As a parent I built awareness of the K sounds and helped get my children ready to say K as soon as they started talking.

Working on K sounds is often easy and straightforward and if the right steps are followed it is something that can be done at home in just a few minutes each day.

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

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.

What Can Go Wrong with K?

The K sound can be tricky for some children. Often a T sound is substituted making words such as "Cup" and "Back" sound like "Tup" and "Bat". Mistakes such as these can make speech much harder to understand.

K'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. Trouble with coordinating muscle movements such as apraxia of speech can make this even more difficult.

Steps for Working on K Sounds

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

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

Step 2. Should you Work on K? If the K sound is weak, you need to decide if you should be working on it. Just because a K 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 K?

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

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

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

Step 6. Carryover Help your child to use their good K all the time, every day without any help. You've done it!

In the pages that follow you will find all my ideas and tips to help get you there as easily as possible. It's not always easy but it is always worth it

Assess the K Sound

The next 3 pages have pictures of words with K for your child to say. There are 3 pictures for K in each of the different positions of words and a K by itself you make a nice clear K sound and ask them to copy you.

You will be listening and watching to see how your child is making, or not making, the K sound. Sit in a quiet room so you can hear your child well and sit directly across from them so you can see their mouth clearly.

As your child says a word, write down what you hear.

If it is a good clear K sound then put a check by the word. If not, write down what you hear.

Watch out for K's that are more of a cough sound than a K. This can happen when the tongue moves back but not enough to make a seal to allow the air pressure to build up. These don't count as good clear Ks.

Also watch out for a combination of the T and K. Often children will do a T followed by a K. If they are trying to say "Cow" you might hear "T Cow" or "C Tow". This is a good start but they don't count for a perfect K – too many sounds in the word.

One T K combination that isn't that common is when kids somehow combine the T and the K sound together into one sound. I can't do this myself but they must be keeping the tip of their tongues behind their teeth for T and at the same time moving the rest of their tongue back enough to make a K. It is a very unique sound but it isn't a good clear K.



Cow: _____



Key: _____



Car: _____

Book: _____



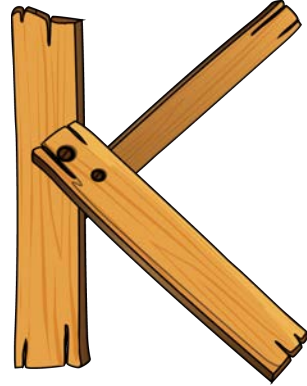
Sock: _____

Sick: _____



Baccon: _____

Raccoon _____



Chicken: _____

Count the number of times you heard a good K sound at the start, at the ends and in the middle of words. Make sure it was a good K. Sometimes kids will make more of a back of the throat cough sound instead of a K. This doesn't count as K.

Don't worry about any other sounds in the word. For example if they said "Waccoon" for "Raccoon" or "Ticken" for "Chicken" these wouldn't count as errors.

Now go back and have them try any words where they had trouble with the K sound again. This time you say the word first and really exaggerate the K sound. Say it a bit louder and longer and have them watching your face as you say it. Write down the number of words they could get right with help.

If they had trouble doing the K by itself have them try this again too. Again, you say the sound first and have them watch you do it. Could they do a K sound by itself with this help?

| Sound | Number right the first time. | Number right the second time. |
|-----------------|-------------------------------------|--------------------------------------|
| K at the Start | | |
| K at the End | | |
| K in the Middle | | |

| | | |
|----------------------------|-------------|--------------|
| Could they do K by itself? | First time: | Second time: |
|----------------------------|-------------|--------------|

If they are often leaving off the K sound completely at the start or at the ends of words such as saying "ow" for "Cow" or "Boo" for "Book" this may be the indication of a different problem – Initial Consonant Deletion or Final Consonant Deletion. Working on the K sound by itself would likely not be appropriate. You may want to look for information on these specific problems or you may want to have your child assessed by a Speech-Language Therapist.

Does my Child Need to Work on the K Sound?

Often it depends. Here are some factors to consider.

Age:

Some problems with the K sound can be age appropriate until 3 or 4 years of age. Children older than this are much more likely to need help if they are still having consistent trouble with K. 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 K'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.

K at the start of words is usually the easiest for children to say, followed by K at the ends of words. K 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.

K by Itself and Ability to “Fix”

Were they able to easily make a good K sound by itself? If they could do this then they have a good start. Were they able to easily “fix” most of the K sounds in words the second time when you said the words first? If they can easily go back and “fix” most of the Ks then it likely means that they are still learning how to make the K sound. K 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 3 or 4 year old who still seems to be learning the K 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 time. If

your child is hard to understand for their age and if K seems to be part of this reason, then working on K sounds is much more important.

Helping children with individual sounds such as K can have a huge impact on their speech. Words become much easier to understand, children become more confident, and frustration is reduced for everyone.

Social Factors:

Is your child frustrated by their difficulty with the K sound? Are they being teased because of how they say their Ks? Anytime a sound is affection a child's social wellbeing it is very important to help.

Early Literacy:

Children who go for too long making sounds differently often have a harder time with early reading and spelling skills. They often confuse the K letter with the T letter and will start to spell words like "Cow" using the T. This is important to work on as early as possible.

Think about each factor and how it applies or doesn't apply to your child. Each child and the circumstances surrounding their speech are different. There is no simple formula to tell you if your child needs to work on the K sound or not.

This guide cannot take the place of an assessment by a Speech-Language Therapist / Pathologist or any other professional. If you are not sure, you should consult with someone or have your child assessed.

It is especially important to have your child assessed if they have trouble with more than a few different speech sounds that are no longer considered to be age appropriate, if they are experiencing frustration, or if they are difficult to understand for their age or if they seem to have trouble moving their tongue or if their tongue seems "too big" for their mouths.

One of the best sources for information on when speech sounds typically develop is the American Speech-Language-Hearing Association: www.ASHA.org. Once there just search for "Developmental Norms for Speech and Language".

Should you Work on K?

If your Child's K sound is weak and it needs to be worked on, you now need to decide if you should be working on K. 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 K 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 K or seek professional help.

If your child has a hearing loss, you can still work on K but it is not going to be as easy. You will need to place much more focus on helping them to know how the K 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 K. You need to open your mouth, move your tongue back, block the air and then let it explode out. 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 K 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 before trying to work on K.

Do They Want to Work on K?

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 very rare that older children need to work on K, it can happen. If your older child does not want to improve their K sound, then trying to work on K 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 K, give it some time and ask again. Help them come to the decision to work on R 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 K, 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 K sounds. Indirectly and Directly. If your child cannot easily do a K 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 K sound indirectly.

If your child is able to make a good K 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 K, then you will need to start with Establishing the K Sound.

Indirect Speech Therapy: How to “Work” on the K 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 K is, it often helps to call it something that they do understand. Using a label will make them more aware of the K sounds. Calling it the “Cough” or “Cat” 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 K try placing your index finger horizontally across your throat. Move your index finger gently up and back as if trying to raise the back part of your tongue then move it quickly away from your throat as the sound “explodes” out.



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

3. Use a Picture Symbol. Pointing to a picture as K sounds come up will also increase awareness of the K sound. Once they are ready to say the K sound you can use the picture to remind them to say the K 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.



4. Model back good speech. When they have trouble with an K sound in a word, say the word back in a very positive way placing emphasis on the K sound. Say the K sound a little louder, longer, and make your K hand movement. When you are saying the K sound you are just stretching it out – you are not repeating it. Don't say "C, C, Cat".

For example, if you hear "Rot" for "Rock" you could say, "Rock. That in a nice Rock. Let's take it home and show dad, he loves Rocks. Repeating the word a few times adds extra power to the modeling. Of course, you would never want to correct in a way that would make your child feel bad about how they are talking. You are just increasing their awareness.

Be careful to not model back too much. Try to focus on certain words or certain times of the day. Modeling back too much, especially for a common sound like K, can become overwhelming. Also, if your child is working on several different sounds, it is often best to model back only the sound that you are working on at that time. It is often too much to model back every sound to a child who is making lots of mistakes.

5. Have them, watch your face as you model sounds. Watching your face stimulates the part of their brain needed to make the sound correctly.
6. Point out K sounds as they come up in daily life by placing emphasis on them. Stretch out that part of the word a bit and make it a bit louder. "Would you like some Crackers with your soup? Crackers has two K sounds in it (or whatever label you picked). Listen Cracker." You can make this more powerful by either doing your Action for the K sound or by pointing to your Visual if it is handy. Be careful though to not overdo this. Keep conversations fun and natural.
7. Listening Game. Does this word have an "K" sound? Set out two pictures, one with a K and one without. Say each word nice and clear and ask them if it has the "K" sound. In the beginning it may be hard for your child to get this right by listening alone. To make it easier, use your K action as you say the K sounds and really exaggerate the K sound.
Pairs of words where one is an K and the other is a T such as "Cap" and "Tap" can be especially helpful. These words that only differ by one sound are called Minimal Pairs. I have a set of K minimal pair words/images in this resource.

Listening for K at the start of words will be easier than listening for K in the middles or at the ends.

Listening for Ks is important. If you can't hear and distinguish Ks from other sounds it is very hard to learn how to make them.

8. Stories. Point out some of the K sounds as they come up in stories and books. "Oh, look there is a **C**astle in your book, I wonder if a **K**ing lives there.

It is also good to point to the K sound in the actual printed word as you say it. It is never too early to help your child become aware of letters, especially for sounds that can be represented by multiple letters. English is confusing.

You could also use the picture cards in this program to make up your own stories that have lots of K sounds in them. The funnier the story is, the better. "Once upon a time a Cowboy was eating Cookies when a Kangaroo..,"

9. Games/Crafts/Activities. Watch for words with K when you are doing something with your child. "**C**ard" when you are playing a card game, "**C**ount" when you counting points in a game, "**S**tick" when you are playing fetch with the dog, "**C**atch" when you are playing ball, Etc. Make these word come up lots, point out the Ks and make them aware.

If your child can make a good K in words but they just are not ready or willing to sit down and practice, use all the above ideas but also encourage them to say the words and to go back and "fix" the K sound as often as possible. If needed, just do this for one or two words. Any start is a good start.

The more you use these Indirect Therapy Ideas the better but be careful to not overdo it. Sometimes it isn't appropriate to model back or do a gesture or point out the "Coughing" sound. Sometimes you just need to be a parent and listen.

Establishing the K Sound

If your child is not able to do a K 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 K 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. This is the same way that you make a G sound except that you do not use your voice for K.

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

Try a Helper Vowel. 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 K. Try saying "U" or "Ah" and then moving into a K sound. At first try to not stop between the vowel and the K. If this is working well add in a short pause or try adding more K's after the vowel. "U..K", "Ah..K", "UK..K" or AhK..K.

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 make the K. You can also try using your finger to gently push up and back on their throat.

Lay on your back or tilt your head back in a chair. Let your tongue "fall back" into the right place. Tilting your head back when you are sitting in a chair can also help to make the tongue move back. Make it fun, lay beside your child as you both try this.

Using a tongue depressor or your clean finger or a sucker (great motivator!) can help. Start at the tongue tip and gently slide the tongue depressor back along the tongue as you are pushing down a bit. Usually about half to three quarters of the way back the tongue will hump up against the throat. Try having your child say an easy H sound when this happens. If the tongue is back enough, the H will be blocked for a second allowing enough air to build up to make the K sound.

If it is Ok with your child, try pushing gently down on the tongue about one third of the way back. As you are pushing down tell them to push up against you. Quickly release the push. The tongue should come up to where it needs to be for the K sound.

For this idea and the one above try having them do the pushing with their own finger. This will give them more control and sensation about what is going on in their mouth.

Pushing with a small sucker can make this more fun and rewarding.

Coughing. To help give your child the idea of the sound exploding out of their mouth try having them gently cough. The air bursting out from even a gentle cough is a very similar feeling to making the K sound. But don't teach them to make a coughing sound instead of a K. This can lead to a habit that they will need to later unlearn.

If you can get them to do a good K sound with these ideas, great. If not don't worry, just keep trying a few times each day. A little practice in front of the mirror when they are brushing their teeth is a great time to try. Don't pressure your child; just keep providing them with the stimulation they need to help the sound to develop. Sounds develop, as children are ready. Be patient K can take lots of practice and time to get started.

Do not move on to trying K in words until your child can easily to a nice strong K by itself. Do not accept a coughing like sound for the K. Keep working until the K is nice and clear.

If your child is older than 3 1/2 or 4 and all of these ideas are not helping you may want to consult with or have your child assessed by a Speech-Language Therapist. This would be especially important if for any reason you think your child is having a hard time moving their tongue back or coordinating the tongue movements.

Speech Ladder

A Speech Ladder is a way to show that saying a good K sound becomes harder with different tasks. The tasks generally move from easiest to hardest. You don't have to have to climb step by step, you can jump around a bit, but make sure your child can make a good K in all the different tasks.

1. Saying the K sound all by itself. Do not move on until this is easy and consistent. Do not accept a coughing like sound for K.
2. Adding one vowel sound after the K to make a nonsense syllable such as "Ka, Ke, Ki, Ku". Adding a vowel that is made in the back of the mouth such as U and Ah can make it much easier to say a good K as it moves your tongue into right area.
3. Saying short words (Consonant Vowel Consonant) words that start or end with K such as "Kiss" and "Sick". Watch out for words with a T in them such as "Kite" and "Tick". The T makes it harder to do the K as they pull the tongue into the old wrong position.
4. Saying words with K blends such as "Crab", "Class", and "Mask", 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 K 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 K sound.
6. Saying words that have more than one K such as "Cake", "Cork" and "Cookie" can be challenging.
7. Saying K words in short sentences/phrases. Putting the K word at the beginning such as "Cows are nice" is easier than putting the K word at the end such as "I want a Cow".
8. Saying the K word in longer sentences. Repeating a sentence is easier than making your own. Having the K word at the start of the sentence is easier than in the middle or at the end.
9. Saying sentences with more than one K sound is even harder. "The cat kicked the kangaroo and caught the kite." would be a great challenge.
10. Making up short stories using K words.
11. Talking in a structured conversation – where they are focused on making good K's.
12. Talking in general conversation – using a good K all the time. This is the final goal.

Direct Speech Therapy

When your child is able to easily make a good K sound by itself and he 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 him the practice and repetition that he needs to master his K sound. But try or keep doing some of the “Indirect Therapy” ideas too. These will provide him with the extra awareness and practice needed to make great progress.

Remember, do not try to practice K in words until your child is able to make a good clear K sound easily and consistently by itself This is very important.

Tips and Tricks for Working on K 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 K sound gradually make it harder.

To Make it Easier:

- Start low on the Speech Ladder.
- 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 “Cow, Cow, Cow, Cow.” 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 “Come” and “Muck” works well) are often easier.
- It is often easier to say the K sound if you break the words apart. For example, “C...an”, “Ta...c...o”, “Boo...K”.
- 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.
- Say the words faster. Saying the words faster will make them more automatic. Just ensure that they are saying the sounds right.
- Move up the Speech Ladder.

2. K at the start of words are usually the easiest for children to say followed by K at the ends and then K in the middles. Words with more than one K in them such as “Cookie” will be even harder. K blends such as “**C**rayon” and “**C**lam” are usually the hardest and often develop later.
3. Breaking the K sound apart from the rest of the word is fine if needed, but work on gradually putting the sounds back together. If children go for too long saying the words broken apart this can become a habit. Often saying the sounds super slow will help to put them back together.

Another way to try to get the K back together with the rest of the word is to write the K at one end of a strip of paper and the rest of the word at the other. Draw a line to join the K with the rest of the word. Such as:

K-----ey

Ba-----Ke

Show them how to move their finger slowly from one end of the strip to the other while saying the sounds. Keep your finger and the sound moving, don't stop.

For K in the middle of words break down the words as much as you need to be successful. “Bucket” could be “Bu...cket” or “Buck...et” or “Bu..ck...et”. Use whatever works.

If it is hard for them to put the words back together, try practicing the K sound in syllables. Saying “Ke”, “Ka”, “Koo” or “aK”, “uK” “aK” is often easier than trying to say words. Once they can do syllables easily you can build them into words such as “Keep”, “Cabin”, “Cool”, “Back”, “Duck”, or “Back”.

4. Keep it short but Focused. Practice for about 10-20 minutes each day. But during that time try to them say as many good K Sounds as possible. Two shorter sessions each day are much better than one longer one.
5. Repetition. The more times the K sound is repeated the sooner it will become automatic. Try having them say the K words at least 5 times each time when saying a word. Hold up your fingers and then put one down each time they says the sound correctly. This will help to get lots of repetitions and shows them when they are getting the sound right. Aim for saying at least 100 K sounds correctly each day – the more the better!

6. Even if they can do K sounds in sentences, have them say the word by itself 3-5 times first and then put the word in a sentence. Repetition teaches them to do the sounds automatically.
7. Awareness and Self Judging. As soon as your child can make a good K sound easily and consistently, have them listen to themselves and try to judge how they did. Ask them whether they heard a nice strong K. In the beginning focus on the positive. Ask them to mostly judge when they made the sound correctly. If they are not sure if they heard a good K have them say the sound or word again.

One good way for your child to show you their judgement is to use a thumbs up or thumbs down. Have them hold their thumbs up to show that it was a nice clean K sound.

You can also use your thumb to show your child how they are doing with their K sounds.

If your child is having a hard time telling if they are making a K or a T, try making it easier for them to hear the difference. Toobaloo is one commercial device that makes it easier to hear sounds. It is a simple tube. You hold one end to your ear and the other to your mouth.

They can be purchased through lots of different places online. You can also easily make your own with a 3-inch piece of 3/4 inch PVC tubing and two 90 degree elbows. Put an elbow on each end of the tube to make something that looks like the handset of an old phone.

Devices like the Toobaloo, can help make it easier to listen to sounds but they can't replace good hearing. If you have concerns about your child's hearing, please see a professional and have this assessed.

Another way to increase your child's awareness of K vs T is to use Negative Practice. Show your child how to say the K by itself or in a word with a nice clear K. Then make a purposeful mistake and say a T sound. Then go back and say the K correctly. For example, "Cow, Tow, Cow". Now have your child copy this. Have them really think about where their tongue is and how it is sounding. Use a Toobaloo if needed.

8. Don't worry about other errors. It is best to only work on one sound at a time. If you hear him miss other sounds when trying to say the K sound just model the word back. For example, if he said "Tack" for "Sack" just say back "**S**ack" putting extra emphasis on the S sound. It is usually best to work on only one error at a time.
9. Ask for corrections. Once they have gotten fairly good at saying K Sounds ask them to go back and "fix" when mistakes happen. "Hmm, I didn't hear a K sound, can you try again" or "I heard 'baton' not 'bacon' can you fix that". Always do this in a nice positive way. You would never want to make them feel bad about their speech. Try using a secret signal such as scratching your ear, touching your lip or just giving a "funny" look to have them go back and "fix". Using the gesture you have been working on can be a great way to remind them to go back and "fix". Having them "fix" as independently as possible helps to make them independent at saying sounds correctly.

10. Keeping track of how many “good” and “bad” sounds they are doing can help you know if you are working at the right level and can help to show progress. You wouldn’t need to do this every time you practice. Once a week is usually good. You can use the Tracking Sheet that follows to do this. Remember ideally you want to be at about 80-90% success. Do what you can to work towards this. Tell them what you are doing and let them see where you are putting down the marks. This will increase their awareness.
11. Try keeping track of how many good sounds they made and then try to beat this the next day/week. Using a chart to show them how many good sounds they are making can make it very motivating to keep practicing. Have them set a goal for how many good sounds they are going to do. There is a blank chart that follows that you can use.



12. Some K sounds may be harder than others. It may be because of a certain sound combination or a habit. Watch out for K words that have a T in them. Because children often substitute a T sound for the K the T in the word will make the K harder to say. Words like “Cat” and “Take” are often tricky.

Do what you can to make these harder words easier to say – slow down, have him watch your mouth, use his gesture, etc. If he still can’t get these harder ones then put them aside for now and try again later. You do not want to practice errors.

Tracking Sheet

Date: _____

| <u>Right</u> | <u>Wrong</u> |
|--------------|--------------|
| | |

Total # Right:

Total # Wrong:

Percentage Right:

Progress Chart

| | | | | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 191-200 | | | | | | | | | | | | | | |
| 181-190 | | | | | | | | | | | | | | |
| 171-180 | | | | | | | | | | | | | | |
| 161-170 | | | | | | | | | | | | | | |
| 151-160 | | | | | | | | | | | | | | |
| 141-150 | | | | | | | | | | | | | | |
| 131-140 | | | | | | | | | | | | | | |
| 121-130 | | | | | | | | | | | | | | |
| 111-120 | | | | | | | | | | | | | | |
| 101-110 | | | | | | | | | | | | | | |
| 91-100 | | | | | | | | | | | | | | |
| 81-90 | | | | | | | | | | | | | | |
| 71-80 | | | | | | | | | | | | | | |
| 61-70 | | | | | | | | | | | | | | |
| 51-60 | | | | | | | | | | | | | | |
| 41-50 | | | | | | | | | | | | | | |
| 31-40 | | | | | | | | | | | | | | |
| 21-30 | | | | | | | | | | | | | | |
| 11-20 | | | | | | | | | | | | | | |
| 0-10 | | | | | | | | | | | | | | |

Write the date you practiced underneath each column and mark or color in how many sounds were said right on that date.

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 K sounds as they come up. When you are not practicing and hear a good K 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 K sounds you hear and reward them.
- Word of the day/week. Once they can say some words with good K's fairly consistently, have them pick a word with a K 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 jar. Have your child draw a word from the jar as 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 K sound in these words, even if you need to help in some way. The K 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.

Watch for these words as your child is talking and try to make them come up as often as possible. If they make a mistake, they “must” go back and fix. These are words that they have to say correctly.

When you hear them use a good K with one of these words on their own, “throw a party”. Make a big deal out of it. This is what you are working towards.

Once you start to hear them using good Ks in these words all the time without any help or reminders, then put a check mark by that word and add another to the list. Review the words that have checks occasionally to make sure they are still doing well but don’t “practice” them. Focus on the other words.

If it is Ok with your child, it can be very helpful if everyone in your child’s life knows what words they are working on. Saying words correctly for teachers, grandparents and babysitters can really help with carryover.

- Catch “mistakes” with any K word as they come up and have them go back and “fix” as many as possible. Be careful to balance this correction with their frustration level. Have them “fix” only the ones that you know they can say fairly easily. Give them lots of praise.
- Encourage Self Correction. When you hear a mistake give only as much information as needed to have your child go back and fix. Start with a funny look, a short pause, your gesture for K etc. If needed say “Try that again”, “I think you missed your K”, “Say ____”.

Once they are able to go back and “fix” their own “mistakes” independently they are well on the way to carryover.

- In a fun way make obvious “mistakes” when you say some of the words. Have them catch and “fix” your “mistakes”. Make sure they know that this is just a game and that you are not making fun of their speech.
- Keep a list of words that your child can say correctly with little or no help. Have them say these words to “show off” to friends and relatives. Keep adding to the list as more words become “easy”.
- Jokes. Teach your child a fun joke that they can tell others. The more words with K the better but make sure that they can get all the K’s right.
- Tongue Twisters. There are many fun tongue twisters that have lots of words with K. Just google tongue twisters with K. Learning to say all the Ks correctly can be a fun challenge.

- Reading. If your child can read, have them read out loud and listen for good Ks. This can be a challenging task. Make sure that they are able to get the Ks correct most of the time. Make this easier by helping them find the words with K and practice these words a few times before reading. Have them read slowly. If needed underline or highlight words with K. Try having them say the K words by themselves first before reading.

If your child isn't reading yet, point out the K words to them as you are reading and practice saying these. Try having them say back that part of the story with a good K.

- Focused Talking Time. Tell your child that for the next little bit you will be listening for their good K's and that they will need to go back and "fix" every mistake. Set a timer for how long you are going to listen or listen while you play a certain game, do a craft or talk about something specific. You could also do this for a certain time of day such as breakfast, getting ready for school or while in the car.

Topics to talk about could include sports, holidays, movies, favorite animals, vacations, shopping lists, giving you directions to do something, etc.

- Points Game. Try the Focused Talking idea but make it competitive. Give yourself and your child 5 tokens (buttons, bingo chips, pennies, candies etc.). Each time you hear a mistake you take one of their points. Make mistakes on purpose so they can take one of yours. The person with the most points at the end or whoever gets them all first is the winner. If your child gets too upset when losing a point, give them a chance to keep it by "fixing" the word.

Keep working on Carryover activities until your child is using their good K all the time in different situations and with different people. This needs to be automatic. If they still need to think about using their good K, or if they still need some reminders, keep working on it.

Don't rush it. For some children carryover can take a long time and lots of work. Imagine how much work it would be to change the way you talk and to do this for the rest of your life. Just keep at it. Carryover will happen.

Games Ideas

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.

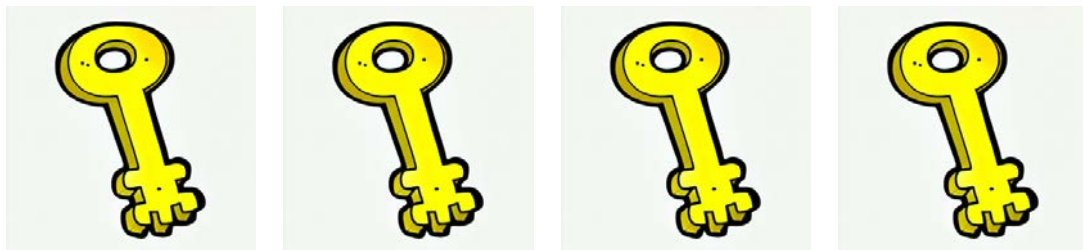
Just be careful that the game doesn't take away too much from practicing the sounds. If the game is "too fun" it will make it harder for them to remember to say the sounds right. Try to find the right balance. Also watch out for games that take too long to set up and ones that take too much time between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

For some games you will need to cut the K 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 K 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 K sound or K words over and over again are a great way to establish the K sound. Try:

- "Come" as you motion each other or stuffed animals to come someplace.
- "Can I" as you take turns doing something.
- "Kiss" as you play with stuffed animals or dolls.
- Ki" or "Kick" as you kick balls.
- Label foods as "Uck" or "Yuck". The back vowel makes it easier to say the K sound.
- "K" as you karate chop pillows, foam blocks, etc.
- "Key" as you hide and find keys around the house.



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.

Mailing. Cut a slit in the top of a box or other container to make a "mailbox". Have them "mail" the cards after saying each one. Open up the box and say them again as they take them out.

Flashlight Hunt. Use sticky tack or tape to put some cards on a wall. Turn off the lights and use a flashlight to find the cards.

Treasure Hunt: Hide some cards around the room and go on a treasure hunt to find them.

Race. Lay down a set of cards in a winding path. Put the words "Start" at one end and "Finish" at the other. Use pennies or pieces from a board game and a dice/spinner. Have a race to the end. Say each card as you land on them. Add in spaces that say "Car Broke Down – Can't Keep Up", "Come Closer", "Catch Me If You Can" etc. to add in more Ks and to make it even more fun.

Target Practice. Lean cards up against plastic cups or use cut up egg cartons with slits in them or the little "tables" that come in pizza boxes to make the cards stand up. Throw/roll a ball at the "targets" or shoot nerf darts at them saying the ones that you knock over. Or set cards out on the floor or table and drop a beanbag on them. Say the cards that you land on.

For older children have them say which cards they are aiming at. If they knock the right card down, they get extra points. Make it a competition to see who can get the highest score.

Cooking. Place the cards face down and then use a spatula to flip them over. Tell each other what to turn over before they burn or which ones to put onto a plate.

Stamping. Using a bingo dabber or ink stamp, say the word each time you stamp it. Roll a die to see how many times to stamp. Try stamping until the picture is completely covered. If the cards are laminated, you may be able to wipe them clean.

Cards in a Bag. Put some cards in a cloth or paper bag. Have them say the cards as they pull them out. Try adding a card that says "Kapow" or another fun word. When this card is pulled out, they have to put all of the cards back in the bag. See how many cards you can pull out.

Road. Build a road with the cards by laying them out on the floor or table. Have them say the words as they drive over them with a car or truck. You could also have a toy animal or figure “walk” down the road or roll a ball over the cards.

Feed the _____. Find a picture of an animal or funny face – cookie monster is a favorite. Print it out large enough so that you can glue it to a small box. Cut a slit for the mouth. Have them say the cards as they feed them to the character. If you have a large hand puppet have your child feed the cards to the puppet. Feeding a Kangaroo or Cat would add more K’s to practice.

Matching. Make two copies of the cards. Turn some upside down and then take turns looking for matches. An easier version would be to have one set of cards all face up. Turn the other set upside down in a pile or put them in a bag. Find the matches as you turn the cards over or as you pull them out of the bag.

Spin the Bottle. Put a plastic bottle on the table or floor. Put cards out around the bottle. Spin the bottle and say the one that the bottle points at.

Guess What. Set out a few cards. Pick a card in your head and describe it until your child can guess what it is. You could also hide a small piece of paper under the card you are going to talk about or pick the top card off a pile (don’t let the other person see).

Take turns giving good descriptions of the card until the other person can guess what it is. This is a great way to strengthen language skills as you are working on sounds. Good descriptions can include: Where you find it, Colors, Shapes, Sizes, What it is made of, If it has a smell, How it feels, What sound it makes What it is used for, Its parts, What it does, What category it belongs to, etc.

Another way to play is to pick a card from a pile and hold it in front of you so only the other person can see it. The person who can’t see the card asks questions about it until they can figure out what the card is. Headbanz is a commercial version of this game.

I Spy. Hide a few cards around the room and then search them out. To make it harder have your child say “I spy a _____” when they see the card. If this is too hard, you do the “I spy” part and have them fill in the blank. Try looking through a paper towel tube to make it even more fun.

Instead of cards try Spying anything in the room that has a K sound.

What is Missing? Set out 3 to 5 cards. Take turns closing your eyes while the other person hides one of the cards under the table or behind their back. Try to figure out what is missing.

More Challenging Games

As your child gets better at saying the K sound you can make it more challenging by playing games that have your child say the K word in a short sentence or ones where they are saying more than one K 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 K 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 “Car, a Cat and Rocks”. See how long you can make the list. Instead of saying “I Will Buy”, say “In my Cart” or “Can I Keep...” to get even more K sounds.

Silly Sentences. Set out two or three cards and make up a silly sentence that uses all the cards. “The King ate the Carrots on the Carpet.”

Guessing Game. Play the Guess What game and add words and phrases such as “Incorrect”, “Can you guess”, “You’re Close”, “Keep Trying” as you play.

Drop a K. Set out cards on the floor and drop something that has an K in its name on the cards – empty or light can, a cap, toy car/truck, 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.

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

- Count back from ___
- Cover your eyes and come here.
- Pretend to cut a carrot.
- Pretend to carve a turkey.
- Pretend you are a rock star and sing 5 Little Monkeys Jumping on the Bed.
- Do disco dance moves as you say “I can’t stop. Come and cut a rug”.
- Pretend to be a cat and tell me 3 things cats love.
- Pretend you are on a roller coaster and say “The curves are too curvy”.

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

Games that Naturally Have the K Sound

Playing games that naturally have words with K 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:

Can you Count... find things around the house for them to count. Ask them "Can you Count the ____." When they are done have them say "I can count the ____". Pretending to be the Count from Sesame Street would be a fun way to do this game.

Cootie game. If you have the Cootie game you can work the word Cootie into it over and over and over again as you play.

Coloring. Tell each other what to "Color" when doing a coloring page.

Legos. Set out lego pieces and then ask each other for the different blocks. "Can I have a big yellow block".

Catch. Play catch and say "Catch the _____" as you throw it back and forth. A small Cow figure, a block or a hockey puck would work well. You could also tape one or more cards onto a soft ball. If you have more than one you could say vary what you are throwing.

Car Racing. For "Car, Truck, Track, Break, Crash."

Card Games

Add K words to a deck of regular playing cards. Tape/glue K 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. Change saying "Go Fish" to "Catch Another" to add even more Ks.

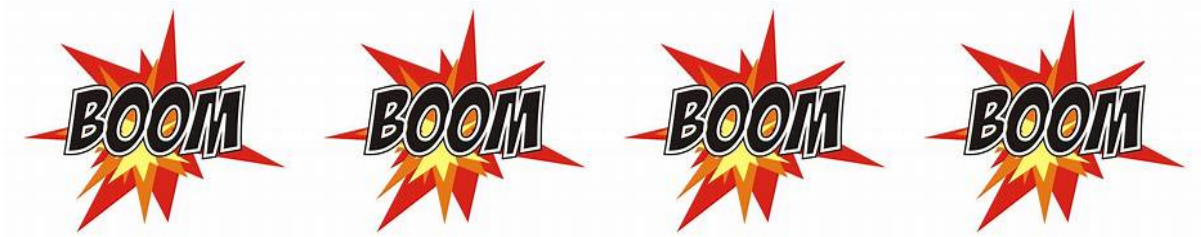
Steal A Card. Place a stack of cards face down on the table. Turn over the top card and name it. Place it face up in front of you. The next player does the same. If you turn over a card that is already face-up on the table, you get to steal that person's card to make a pair. Whoever has the most pairs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

War. Divide the deck of cards in half. Each person has the same number of cards in front of them. Take turns turning over your top card. Whomever has the higher card takes the other person's card and adds both to the bottom of their stack.

If both cards are the same its "War". Each person takes the card on top of their stack and puts it face down. Turn over the next card. The highest card takes all of them.

Snap. Deal out all the cards. Place your stack face down in front of you. You both turn over your top at the same time, placing them in a pile in the middle. If the cards turned over match, the first person to say “Snap” gets the cards in the middle. Put these on the bottom of your pile. The first person to run out of cards loses. Change “Snap” to a fun K word such as “Kaboom” to get even more practice.

Boom Place some cards into a bag. Add 1 to 4 “Boom Cards” Write “Boom” or place a picture of something exploding onto these cards. Take turns pulling one card out of the bag. Say what you pulled out. If you get a Boom card, you must put all your cards back in the bag.



Sound Cues Used with Words

Each practice word has images below the word that represent each sound in the word. These are the Sound Cues that I developed and use in my Ultimate Articulation program. I have found that representing each sound with an image to be very helpful. English is confusing. The sound cues help children learn what sounds make up the word and can be used to help children to say the correct sounds in the words. I often point to the images to help children to know which sound they need to go back and “fix”. They are also very helpful with early phonological (early reading and writing) skills.



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.

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 K'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

- K at the Start of Words: CV Word Shapes
- K at the End of Words: VC Word Shapes
- K at the Start of CVC Words Divided by Vowels
- K at the Start of Longer Words
- K in the Middle of Words
- K at the Ends of CVC Words Divided by Vowels
- K at the Ends of Longer Words
- Words with Multiple K's
- Minimal Pairs T-K at the Start of Words
- Minimal Pairs T-K at the End of Words
- For Longer Words, K in the Middle and Multiple Ks the words go from shorter to longer.

I've included all of the different possible combinations of vowels and consonants with K because some children, especially those that have motor planning difficulties such as Childhood Apraxia of Speech, need to practice the specific movements from one specific sound to the next. The sounds both before and after the K will affect how the K is made this can make it easier or harder to make a good K sound. For most children you won't have to work on all of the different combinations but they are there if you need them.

Many of the words are very common and functional such as "Can", "Cat" and "Bike" but others are less common such as "Cam", "Ketch" I also named some cute aliens with made up names: Ka, Ki, Ko, Kau, Ku, Ehk and Ook. These uncommon and made-up words can help to break habits that children sometimes have with common words and they provide a variety of fun words with different sounds to practice.

List of Practice Words:

K at the Start of Words: CV Word Shapes

| | | |
|-----|-----|-----|
| Ka | Ku | Ko |
| Ki | K | Cow |
| Kau | Key | |

K at the Ends of Words: VC Word Shapes

| | | |
|-----|------|-----|
| Ack | Uck | Ike |
| Ehk | Ook | Eyk |
| Ick | Ache | Oak |
| Awk | Eek | Ook |

K with  at the Start of CVC Words

| | | |
|-----|------|-------|
| Cab | Cash | Cam |
| Can | Cat | Catch |
| Cap | Calf | |

K with  at the Start of Words: CVC

| | | |
|------|-----|-------|
| Care | Keg | Ketch |
| Chem | Kef | |
| Kege | Ken | |

K with  at the Start of Words: CVC

| | | |
|------|------|------|
| Kid | Kin | Kick |
| Kill | King | Kit |
| Kim | Kip | |

K with  at the Start of Words: CVC

| | | |
|------|--------|-------|
| Calm | Caught | Cop |
| Car | Kong | Cough |
| Call | Cob | |

K with  at the Start of Words: CVC

| | | |
|------|------|------|
| Cut | Cup | Cuss |
| Come | Cub | Cuz |
| Cud | Cull | |

K with  at the Start of Words: CVC

| | | |
|------|-------|------|
| Cush | Could | Cook |
|------|-------|------|

K with  at the Start of Words: CVC

| | | |
|------|------|------|
| Cane | Cave | Kate |
| Came | Cape | Case |
| Cage | Kale | |

K with  at the Start of Words: CVC

| | | |
|-------|-------|-------|
| Keep | Keel | Keeve |
| Keith | Keen | |
| Keys | Keech | |

K with  /  at the Start of Words: CVC

| | | |
|------|-------|------|
| Kite | Kithe | Cube |
| Kyle | Cues | Cued |
| Kibe | Cute | |

K with  at the Start of Words: CVC

| | | |
|-------|------|------|
| Core | Coat | Comb |
| Coach | Cove | Cone |
| Coal | Code | |

K with  at the Start of Words: CVC

| | | |
|-------|-------|-------|
| Koosh | Cooch | Cooed |
| Coop | Coon | Cool |
| Coot | Coomb | |

K with  at the Start of Words: CVC

| | | |
|-------|------|-------|
| Coyer | Coil | Koi's |
| Coif | Coin | |

K with  at the Start of Words: CVC

| | | |
|-------|-------|-------|
| Cows | Cowl | Couch |
| Cowed | Cower | |

K at the Start of Words: Longer Words and Word Shapes Larger than CVC

| | | |
|---------|----------|-------------|
| Cubed | Casual | Catnip |
| Coiffed | Candle | Collision |
| Kosher | Carbs | Catfish |
| Cached | Cabin | Careful |
| Camped | Cards | Corsage |
| Coiled | Cabbage | Catnap |
| Caged | Cushion | Come Here |
| Kelp | Keychain | Catalogue |
| Caused | Congo | Cowboy Hat |
| Kids | Collage | Corndog |
| Coffee | Calmly | Quessadilla |
| Keeper | Combo | Congrats |
| Cubby | Comfy | Caterpillar |
| Count | Carrot | Cauliflower |
| Cowered | Carriage | Contraption |
| Cubes | Candy | Cafeteria |
| Cushy | Ketchup | California |
| Cougar | Caveman | Concentrate |
| Cowboy | Kingpin | |

K in the Middle of Words

| | | |
|--------|---------|----------|
| Ok | Hockey | Bookcase |
| Icky | Taco | Bacon |
| Vacay | Lucky | Licking |
| Yucky | Chicken | Looking |
| Yucca | Wake Up | Because |
| Cheeky | Rocket | Pick It |

Bucket
Pocket
Takeoff
Pecan
Shaking

Jacket
Biking
Racquet
Baking
Broken

Weekend
Avocado
Mac & Cheese
Helicopter

K with  at the End of Words: CVC

Mac
Shack
Back

Sack
Yak
Quack

Hack
Lack

K with  at the End of Words: CVC

Check
Wreck
Deck

Neck
Heck
Mec

Peck
Sec

K with  at the End of Words: CVC

Tick
Pick
Nick

Quick
Lick
Sick

Hic
Rick

K with  at the End of Words: CVC

Rock
Talk
Sock

Doc
Hawk
Mock

Shock
Chalk

K with  at the End of Words: CVC

Suck
Yuck
Duck

Muck
Shuck
Guck

Huck
Puck

K with  at the End of Words: CVC

Nook
Rook
Took

Sook
Look
Book

Hook
Shook

K with  at the End of Words: CVC

Fake
Rake
Shake

Wake
Make
Take

Jake
Lake

K with  at the End of Words: CVC

Beak
Cheek
Leak

Seek
Yeek
Deke

Peek
Reek

K with  at the End of Words: CVC

| | | |
|------|-------|------|
| Bike | Psych | Dike |
| Tyke | Pike | Mic |
| Like | Hike | |

K with  at the End of Words: CVC

| | | |
|-------|------|------|
| Folk | Moke | Hoke |
| Joke | Soak | Poke |
| Choke | Woke | |

K with  at the End of Words: CVC

| | | |
|------|-------|------|
| Juke | Uke | Luke |
| Nuke | Toque | Duke |
| Pook | Zuke | |

K with  /  at the End of Words: CVC

| | | |
|-------|------|------|
| Hoick | Cuke | Puke |
|-------|------|------|

K at the Ends of Words: Longer Words and Word Shapes Larger than CVC

| | | |
|--------|---------|------------|
| Truck | Trike | Unpack |
| Speak | Trick | Strike |
| Attack | Stack | Stroke |
| Attic | Stick | Magic |
| Awake | Prick | Toothache |
| Black | Slick | Music |
| Block | Smack | Thumbtack |
| Break | Smoke | Public |
| Brick | Snack | Sidewalk |
| Broke | Snake | Plastic |
| Brook | Snuck | Artichoke |
| Track | Speck | Antibiotic |
| Flock | Spook | |
| Fluke | Outback | |

Words with Multiple Ks

| | | |
|---------|---------|----------------|
| Cake | Cookie | Pancakes |
| Cock | Cluck | Dropkick |
| Coke | Creek | Clockwise |
| Cook | Kayak | Milkshake |
| Kook | Click | Take a Break |
| Cooks | Cocoa | Candy Cane |
| Crook | Cracker | Ice Cream Cone |
| Crack | Caulked | Calculator |
| Clock | Skunk | Cornucopia |
| Caw Caw | Cricket | Communication |
| Cooked | Cupcake | |

Minimal Pairs T – K Start of Words

| | |
|-------|-------|
| Tub | Cub |
| Tea | Key |
| Tube | Cube |
| Tall | Call |
| Tan | Can |
| Tape | Cape |
| Top | Cop |
| Tick | Kick |
| Took | Cook |
| Torn | Corn |
| Take | Cake |
| Tar | Car |
| Table | Cable |
| Tool | Cool |
| Tight | Kite |
| Tap | Cap |

Minimal Pairs T – K Ends of Words

| | |
|--------|-------|
| Ate | Ache |
| Bat | Back |
| Bait | Bake |
| Beat | Beak |
| Bite | Bike |
| Coat | Coke |
| Dot | Doc |
| Height | Hike |
| Not | Knock |
| Light | Like |
| Mate | Make |
| Pet | Peck |
| Net | Neck |
| Pat | Pack |
| Pit | Pick |
| Putt | Puck |

Practice Words:

Following are the images of all of my practice words. Please let me know if you have any questions or suggestions for additional words.

K with  at the Start of CVC Words



Cab



Can



Cap



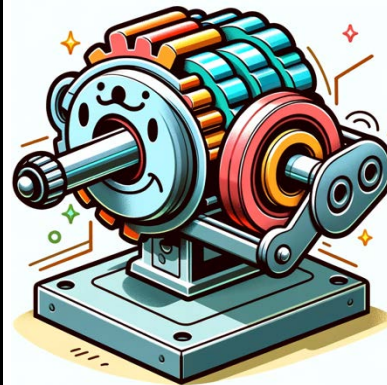
Cash



Cat



Calf



Cam



Catch



K at the Start of Words: Longer Words and Word Shapes Larger than CVC



Cubed



Coiffed



Kosher



Cached



Camped



Coiled



Caged



Kelp



K in the Middle of Words



Ok



Icky



Vacay



Yucky



Yucca



Cheeky



Hockey



Taco



K with  at the End of Words: CVC



Mac



Shack



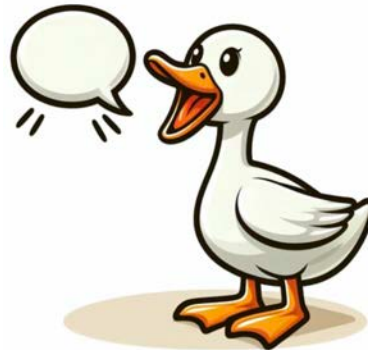
Back



Sack



Yak



Quack



Hack



Lack



Words with Multiple Ks



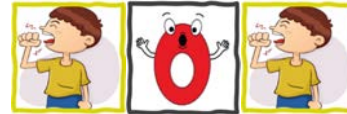
Cake



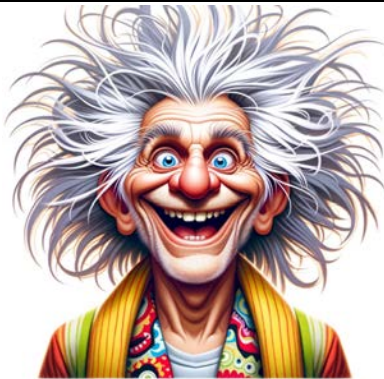
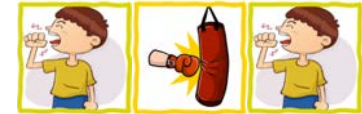
Cock



Coke



Cook



Kook



Cooks



Crook



Crack



Minimal Pairs T – K Start of Words



Tub



Cub



Tea



Key



Tube



Cube



Tall



Call

