

Game Ideas to Use with Speech Sound Cards



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Hide and Seek

Decide who is going to hide the speech sound cards and who is going to find them. The person who is going to hide them takes the cards and hides them around the room. The person finding the cards closes their eyes and counts to ten. Then, they go and search for the cards. When they have found a card, they bring it back to the teacher and label what is on the card. The teacher listens carefully to hear if the target sound is being used. If not, the teacher can repeat the word and slightly emphasise the target sound. Remember to switch who is the person hiding the cards and who is the person finding the cards.

For **word-level practice**, the student labels what they can see on the card.

For **phrase-level practice**, the student could make sentences by labeling the cards and describing where they found them. For example, 'I found the _____ card.'



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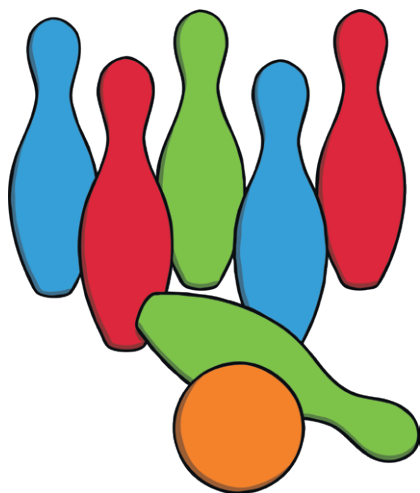
Skittles

Place the speech sound cards under the skittles. The student is to knock the skittles down and bring the card back to the teacher. The student is to label what is on the card. The teacher listens carefully to hear if the target sound is being used. If not, the teacher can repeat the word and slightly emphasise the target sound. The student then has another go at knocking down the skittles and labelling what is on the card until all the skittles are knocked down.

For **word-level practice**, the student labels what they can see on the card.

For **phrase-level practice**, sentences could include:

- I have found the...
- Under the skittle was the...
- I knocked over the skittle and found the...



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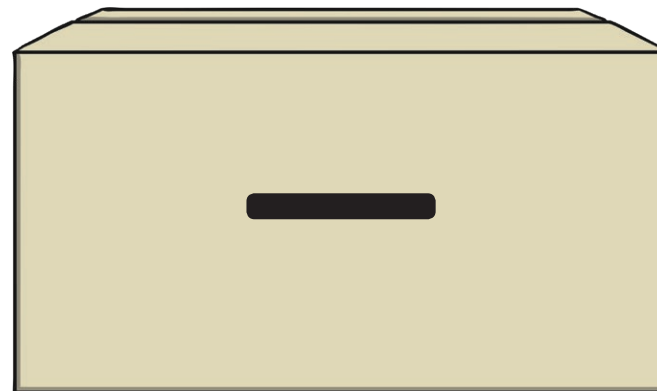
Posting Box

Paint an old shoe box and cut a slot in the front of the box. The student may want to help to decorate the box by adding pictures of their favourite characters or by sticking on pictures of objects that contain the target sound. Place the speech sound cards down on the table. The student is to turn over the cards, one at a time, and label what is on the cards. The teacher is to listen carefully to hear if the target sound is being used. If not, the teacher can repeat the word and slightly emphasise the target sound. Continue until all the cards have been posted.

For **word-level practice**, the student labels what they can see on the card.

For **phrase-level practice**, sentences could include:

- I can see the...
- I am posting the _____ to...



Jigsaws

Place the speech sound cards under pieces of the jigsaw. The student can then lift the puzzle piece up and label the card, before keeping the jigsaw piece. The teacher can listen carefully to hear if the target sound is being used. If not, the teacher can repeat the word and slightly emphasise the target sound.

For **word-level practice**, the student labels what they can see on the card.

For **phrase-level practice**, sentences could include:

- I can see a...
- Under the jigsaw, there was a...



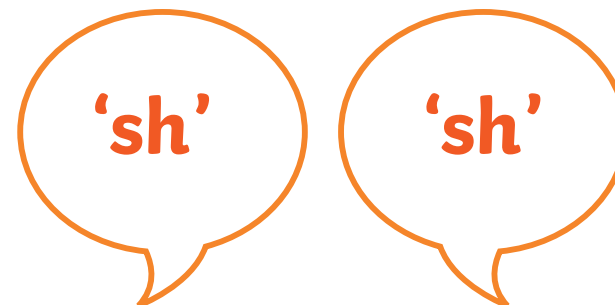
Pairs Games

Two players are needed for this game. Cut up two copies of the speech sound cards. Lay out both sets of cards with pictures facing down on the table. Player one picks up two cards and labels what is on the cards. If they match, player one keeps the cards and has another go. If the cards do not match, the cards are placed back on the table with pictures facing down. It is then player two's turn to repeat what player one has done. The teacher then listens carefully to hear if the target sound is being used. If not, the teacher can repeat the word and slightly emphasise the target sound.

For **word-level practice**, the student should label what they can see on the two cards.

For **phrase-level practice**, sentences could include:

- I can see the...
- I turned over the...
- The _____ and the _____ do not match.
- I have two...



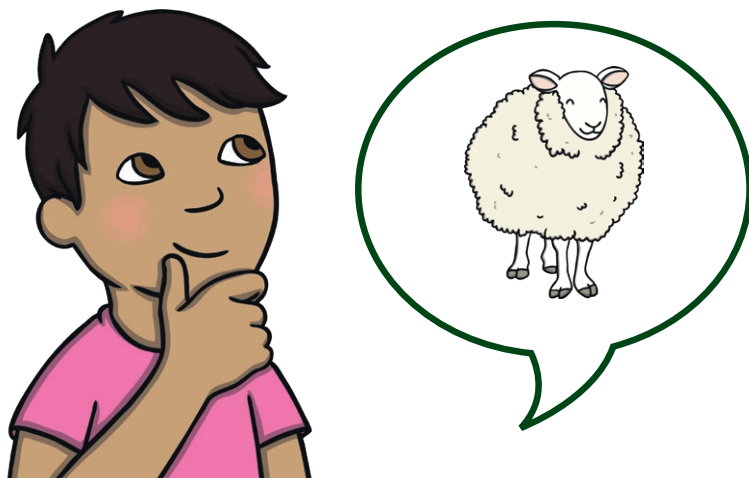
Kim's Game

Place eight speech sound cards out in front of the student. The student needs to see the pictures so place the cards with the picture facing up. The teacher goes through the pictures with the student. The student then closes their eyes while the teacher removes a card. When the student opens their eyes, they must try and remember the picture card that has been removed. The teacher then listens carefully to hear if the target sound is being used. If not, the teacher can repeat the word and slightly emphasise the target sound.

For **word-level practice**, the student labels what was on the card that was removed.

For **phrase-level practice**, sentences could include:

- It is the _____ that is missing.
- You have taken away the...



Roll the Dice

Place all the speech sound cards in a pile on the table. The student then rolls the dice and looks to see what number it lands on. They can then pick up a card and label the card the amount of times shown on the dice. For example, if a six is rolled, then the student must repeat what is on the card six times.

