



# Cued Articulation Games

The attached games suggestions may provide ideas for using Cued Articulation as part of your Phonological Awareness program.

The last two games boards (p.15-16) are in Games2.pdf and need to be printed on A3 and cut down to size.

Helen Botham

Speech pathologist

[helen@soundsforliteracy.com.au](mailto:helen@soundsforliteracy.com.au)

## **'s', 'sh' Listening Game**

### **Object of the Game**

Discriminating 's' from 'sh' and from other sounds.

### **Materials**

- Red and green circles (see below),
- red and green counters,
- s/sh minimal pairs, e.g. sell/shell, save/ shave, seat/sheet, sip/ship.

### **How to Play**

#### **Level 1: Discriminating Between Sounds**

**Leader:** say these sounds, one by one:

**s, sh, p, f, s, t, sh, s, s, sh, k, f, sh, sh, s, s,**  
cueing the sound as you say it.

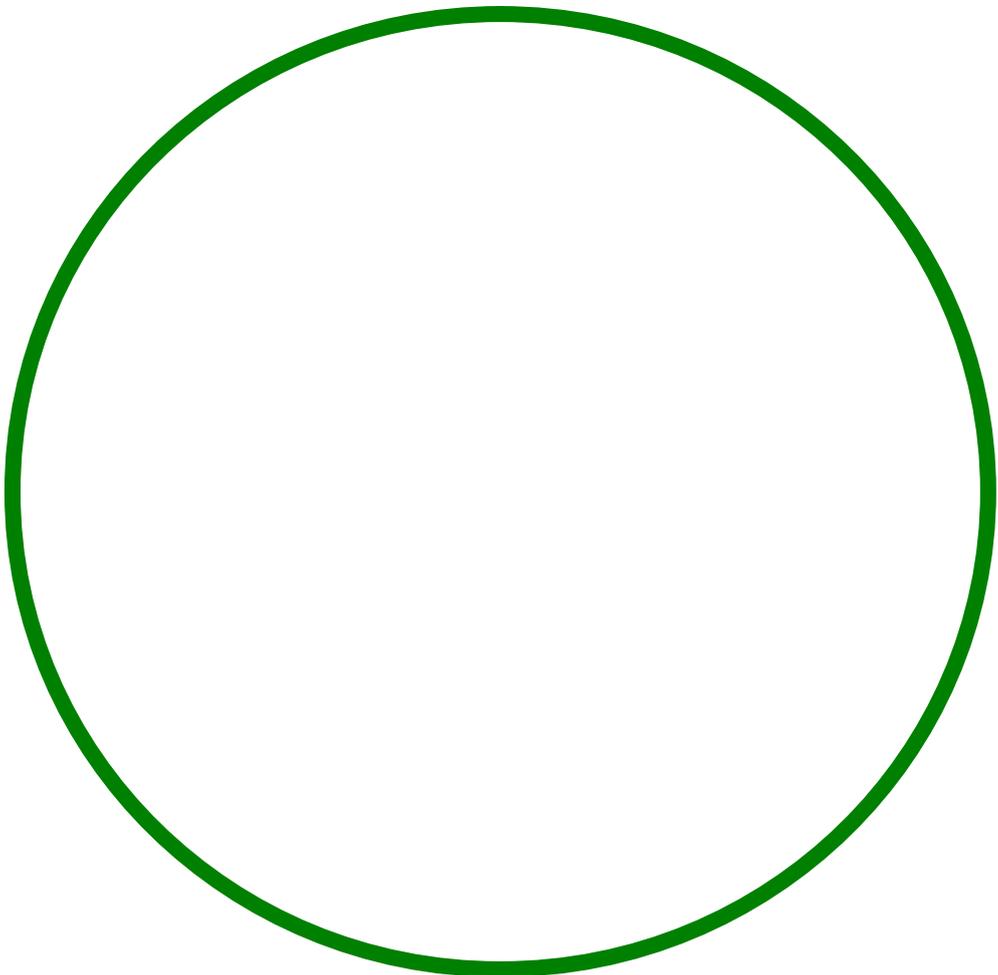
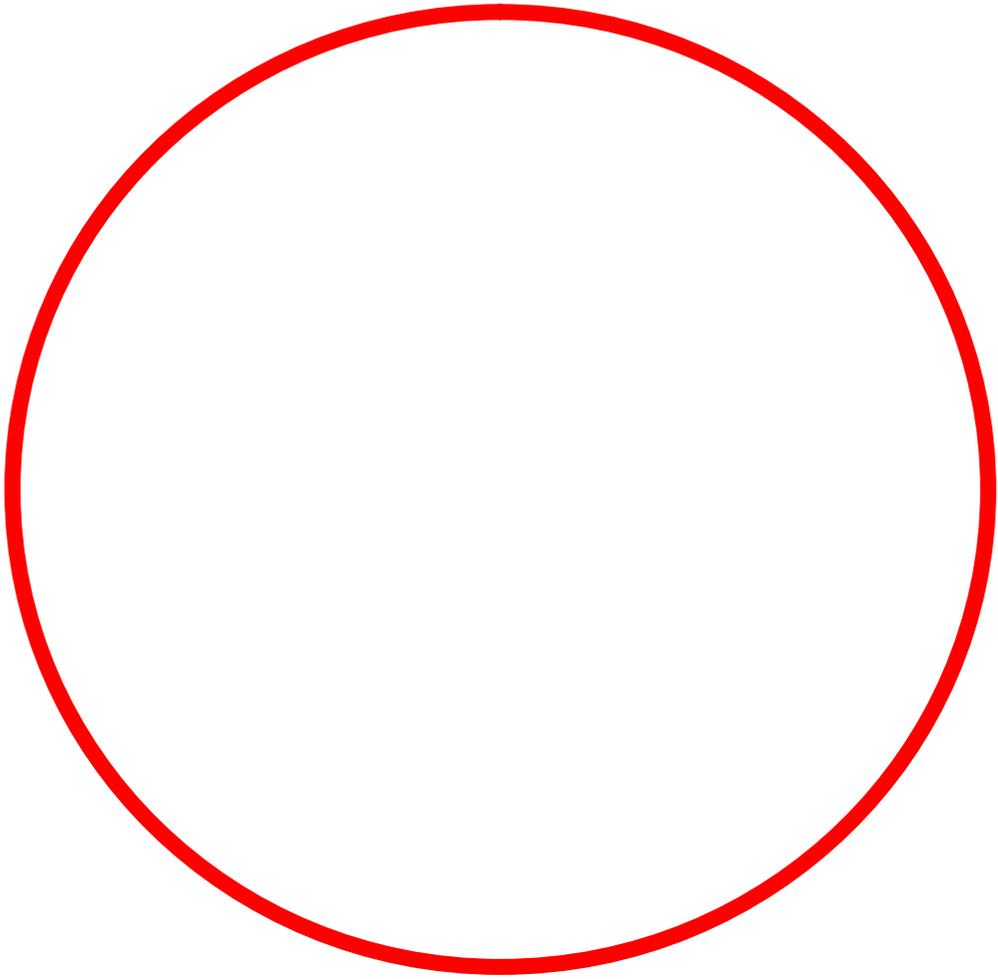
**Listener:** repeat the sound and the cue, and place a red counter in the red circle for **sh**, and a light green counter in the green circle for **s**. If the sound is not **s** or **sh**, tell the leader you have not got that sound. When the listener has mastered this level, move on to:

#### **Level 2: Discriminating Between Sounds at the Front of Words**

**Leader:** say the names of the pictured objects.

**Listener:** cue the initial sound in the words, and put the picture in the appropriate circle.

The players reverse roles.



## 'p', 't', 'k' Listening Game

### **Object of the Game**

Discriminating between 'p', 't', 'k': at first just the sounds and then the sounds in the front of words.

### **Materials**

- Orange, light blue and brown circles (see below),
- Orange, light blue and brown buttons,
- Pictures of objects beginning with 'p', 't' and 'k', eg pen/pig/pie, tea/table/tap, car/key/cup.

### **How to Play**

#### **Level 1: Discriminating Between Sounds**

**Leader:** say these sounds, one by one:

**p, t, k, t, t, p, p, k, p, k, p, p, t, t, t, k, p, k,**  
cueing the sound as you say it.

**Listener:** repeat the sound and the cue, and place an orange button in the orange circle for **p**, a light blue button in the light blue circle for **t** and a brown button in the brown circle for **k**.

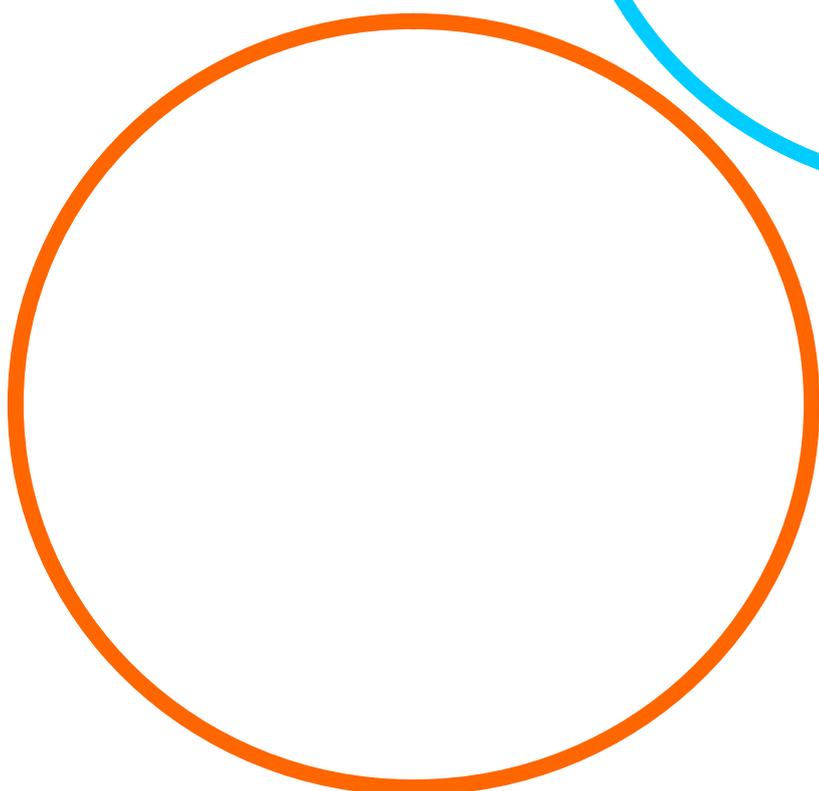
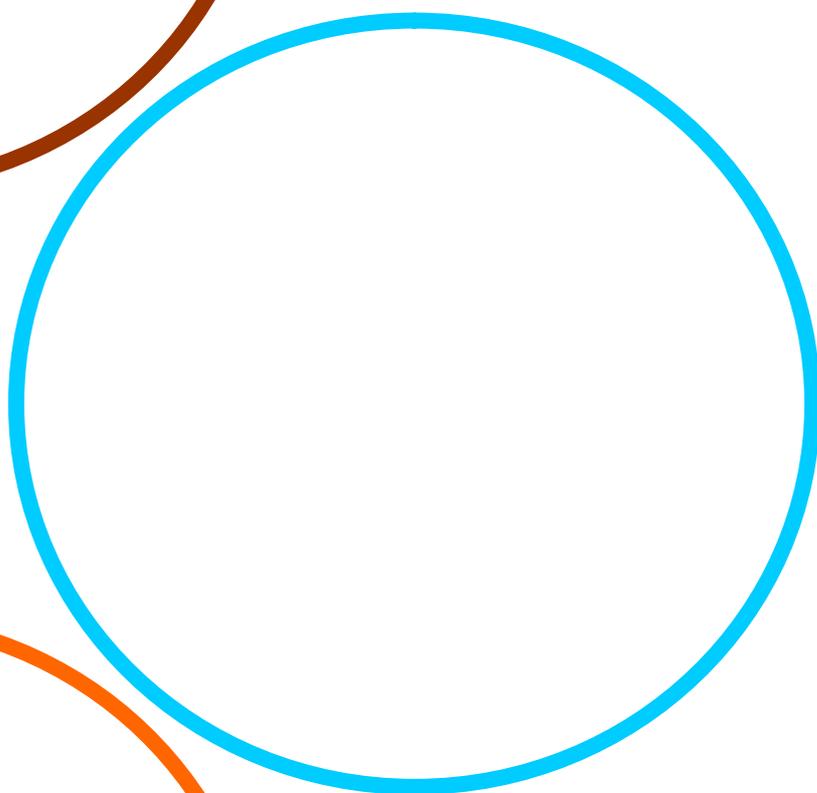
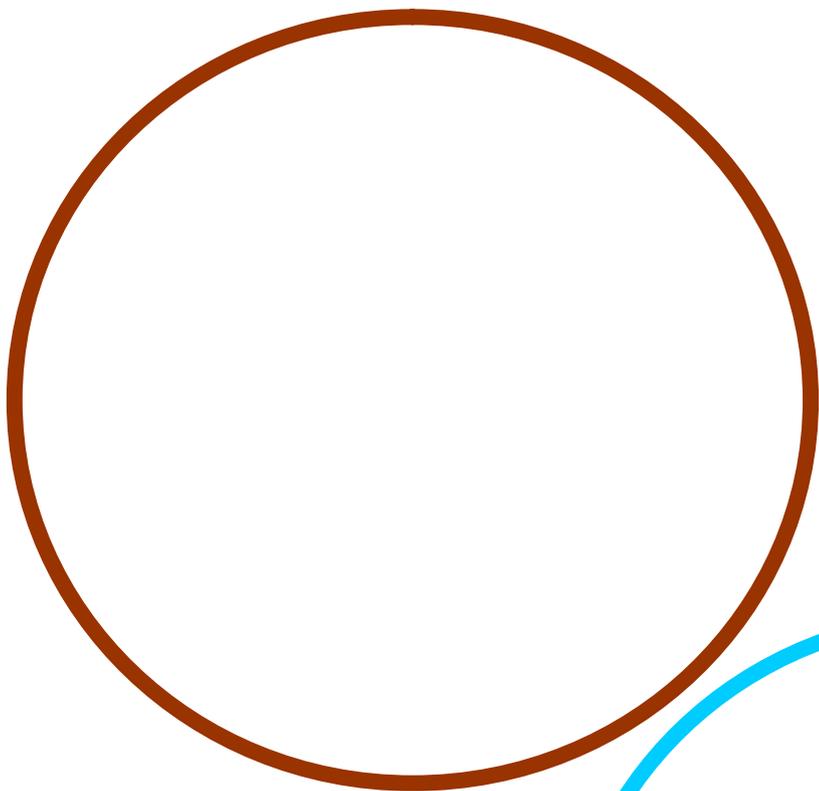
When the listener has mastered this level, move on to:

#### **Level 2: Discriminating Between Sounds at the Front of Words**

**Leader:** say the names of the pictured objects.

**Listener:** cue the initial sound in the words, and put the picture in the appropriate circle.

The players reverse roles.



## 'ch', 'j' **Listening Game**

### **Object of the Game**

Discriminating the quiet sound 'ch' from the loud sound 'j'.

### **How to Play**

### **Materials**

- Two purple circles, one single and one double (see below),
- purple counters,
- pictures of words beginning with ch and j, eg chair/chips/cherry/chicken; jam/jumper/jeep/jug.

### **Level 1: Discriminating Between Sounds**

**Leader:** say these sounds, one by one:

**ch, j, ch, ch, j, j, ch, j, ch, j, ch, ch, j, j,**  
cueing the sound as you say it.

**Listener:** repeat the sound and the cue, and place a purple counter in the single purple circle for **ch**, and a purple counter in the double purple circle for **j**.

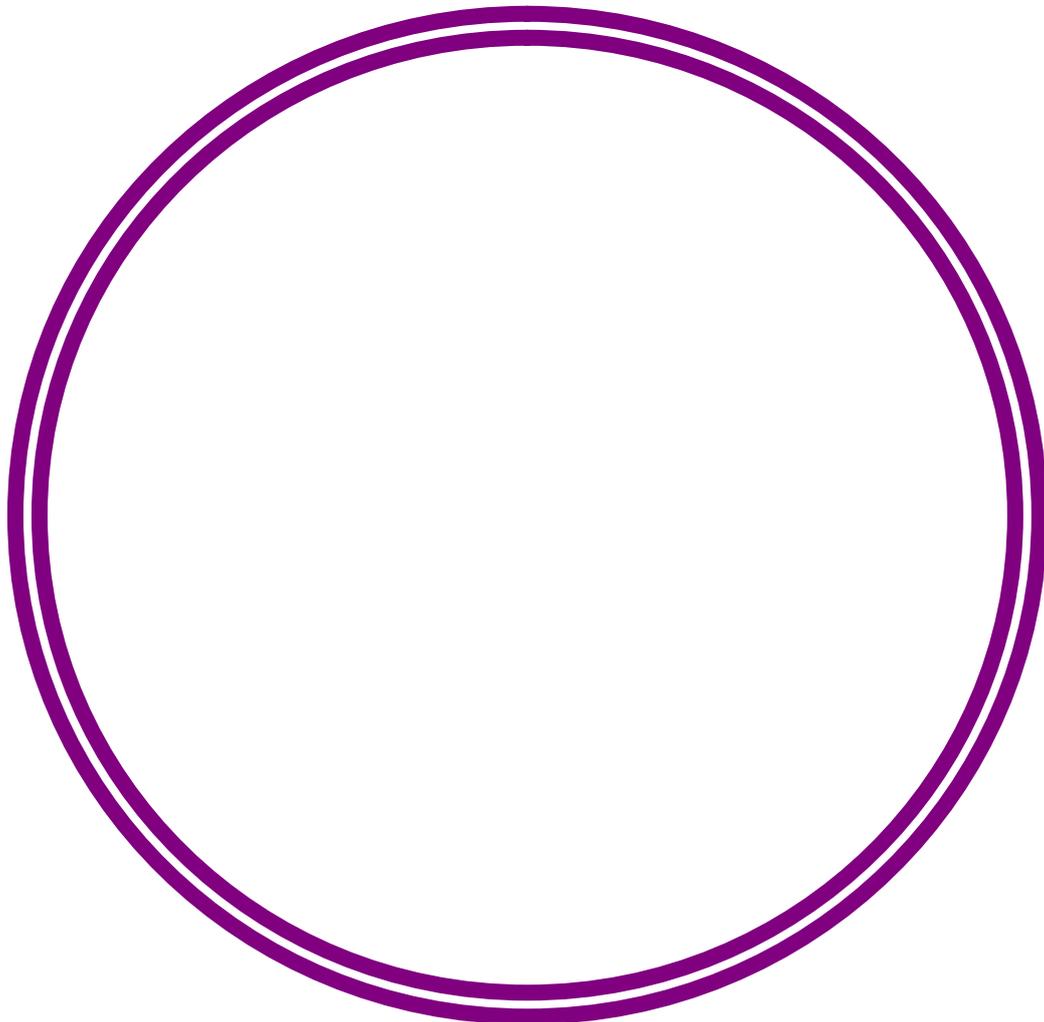
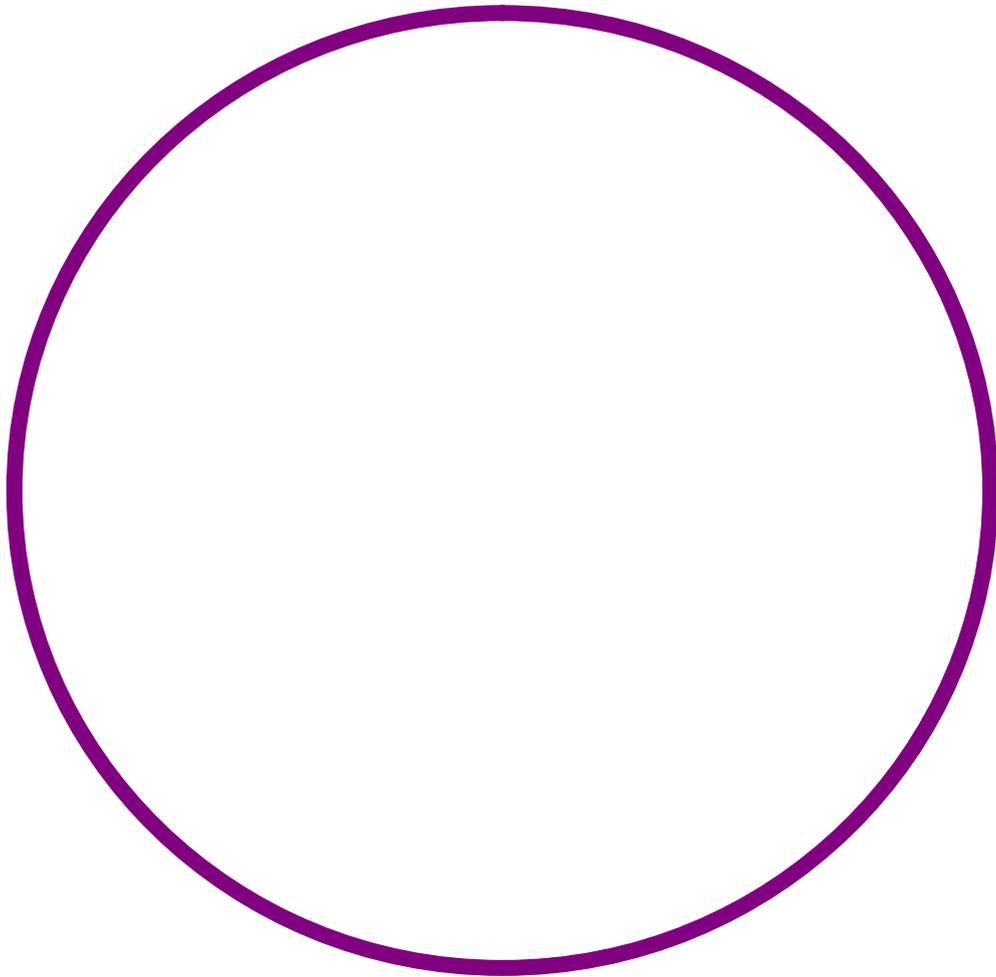
When the listener has mastered this level, move on to:

### **Level 2: Discriminating Between Sounds at the Front of Words**

**Leader:** say the names of the pictured objects.

**Listener:** cue the initial sound in the words, and put the picture in the appropriate circle.

The players reverse roles.



## **Voiced / Voiceless pairs – first & last sounds**

‘Knowing that children sometimes confuse consonants that are alike in all respects but voicing, extra time can be spent on this distinction.’ (Treiman et al, 1998).

### **Object of the Game**

To heighten awareness of the difference between the voiced and voiceless members of the same sound pair.

### **Materials**

- Level 1: pictures of minimal pairs with a voiced/voiceless contrast at the front, eg pear/bear, pin/bin, town/down, Kate/gate, curl/girl, sip/zip, fan/van, cheep/jeep
- Level 2: pictures of minimal pairs with a voiced/voiceless contrast at the end, eg, cup/cub, seat/seed, pick/pig, ice/eyes, bus/buzz, surf/serve, match/Madge.

### **How to Play**

#### **Level 1: Sounds at the front**

Find the pairs of words whose first sounds are voiced-voiceless pairs. Put the picture of the word whose first sound is voiceless in the single rectangle, and the picture of the word whose first sound is that sound’s voiced partner in the double rectangle. Cue the initial sounds, noting that the cue for the initial sounds of the word pairs are the same except for the number of fingers - one finger for voiceless, two fingers for voiced.

#### **Level 2: Sounds at the end**

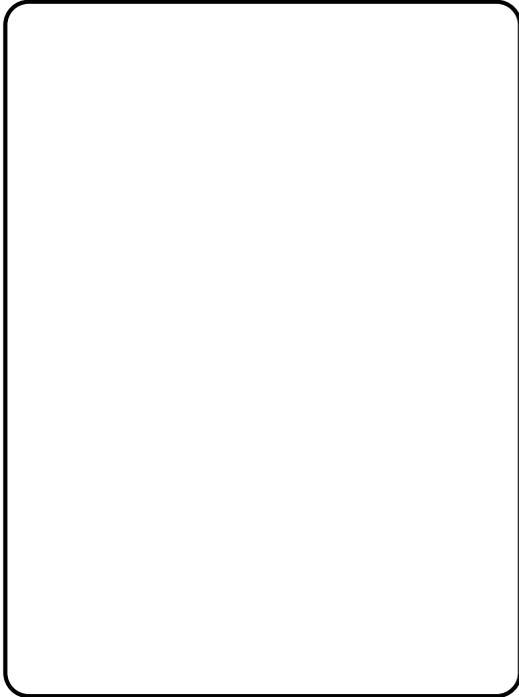
Find the pairs of words whose final sounds are voiced-voiceless pairs. Put the picture of the word whose last sound is voiceless in the single rectangle, and the picture of the word whose last sound is that sound’s voiced partner in the double rectangle. Cue the final sounds, noting that the cue for the final sounds of the word pairs are the same except for the number of fingers - one finger for voiceless, two fingers for voiced.

Note that your students may confuse these sound pairs in early spelling. Cueing will show the difference between the voiced (‘noisy’) and unvoiced (‘quiet’) sounds.

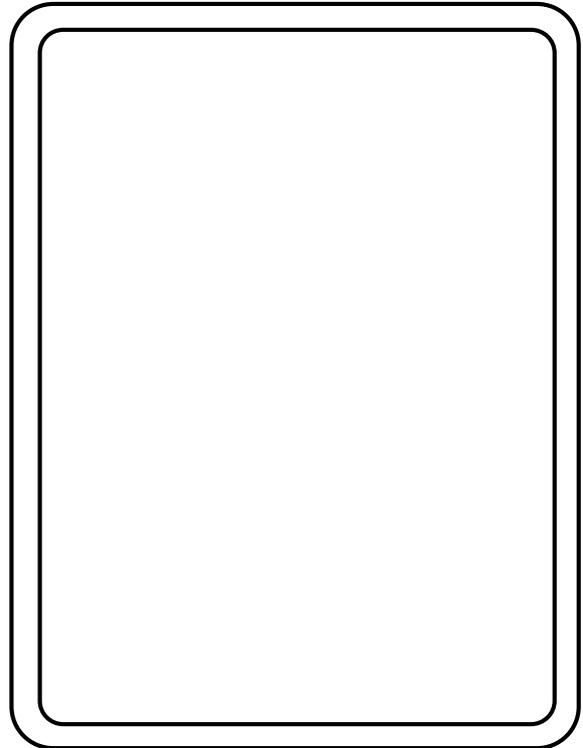
Treiman, R., Broderick, V., Tincoff, R., & Rodriguez, K. (1998). Children's phonological awareness: Confusions between phonemes that differ only in voicing. *Journal of Experimental Child Psychology*, 68(1), 3-21.

## Voiced / Voiceless pairs

**unvoiced**



**voiced**



## **Counting Sounds – 2, 3 or 4?**

### **Object of the Game**

To break 2-, 3- and 4-sound words into sounds and then identify, and cue, the first and last sound.

### **Materials**

- Pictures of words with 2/3/4 sounds: eg
  - key/saw/pie/eat
  - cup/shirt/watch/star/phone
  - pram/belt/swing/brush/clown

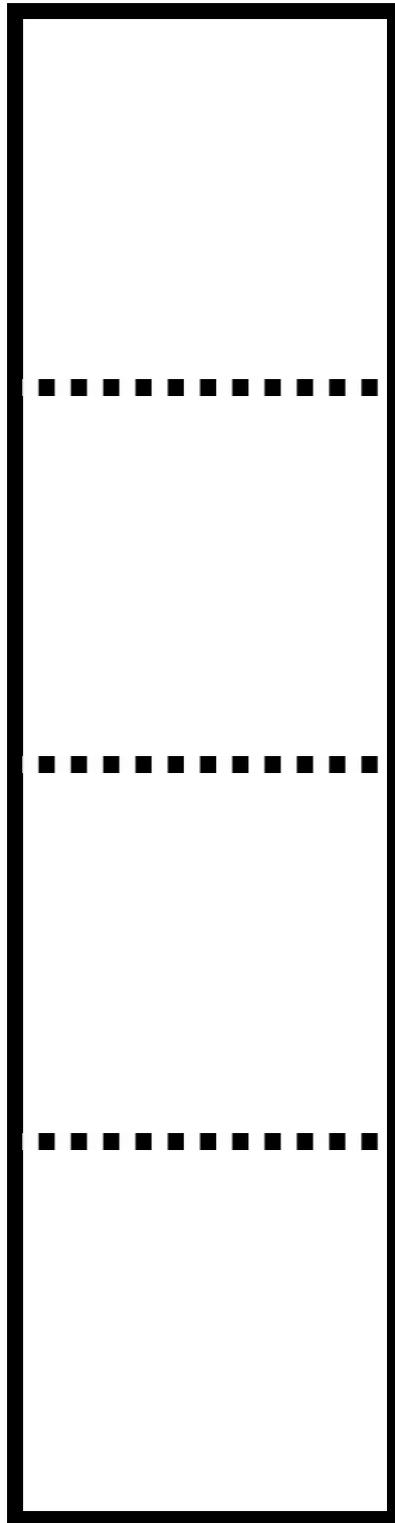
### **How to Play**

Each player has a board with four spaces (an 'Elkonin box'). Place the pile of cards face down in the middle.

The players take it in turns to pick up a card from the pile, and say what the picture is. The other player, who hasn't seen the picture, sounds out the sounds, putting a counter for each sound on the board. Then he must say the word again, cueing the first sound. He can then be shown the picture (with the word written at the bottom). He can confirm if he is right, and then he keeps the card. If not, put it at the bottom of the central pile. Swipe off the counters, ready for your next turn.

**The Winner:** The player with the most cards when the central pile is finished.

See [http://bogglesworldesl.com/elkonin\\_boxes.htm](http://bogglesworldesl.com/elkonin_boxes.htm)



## Verbs – ‘t’, ‘d’, ‘ed’

### Object of the Game

1. To note how the -ed ending in regular past tense verbs is pronounced.
2. Practise is cueing those endings

### Materials

- Level 1:
  - pictures of verbs that end in unvoiced sounds p, c/k, s, f, sh, ch.
  - pictures of verbs that end in voiced sounds b, g, m, n, ,ng, l, z, v, j and vowel sounds
- Level 2: pictures of verbs ending in t or d

#### Level 1: ‘t’ ending

(Verbs ending in unvoiced consonants p, k, s, f, th, sh, ch)

popped  
jumped  
kicked  
looked  
kissed  
hissed  
laughed  
brushed  
watched

#### Level 1: ‘d’ ending

(Verbs ending in voiced consonants b, g, z, v, th, m, n, ng, j, l or a vowel)

rubbed  
hugged  
buzzed  
waved  
breathed  
judged  
climbed  
ironed  
banged  
called  
roared  
played

#### Level 2: ‘ed’ ending

(Verbs ending in t or d)

shouted  
waited  
landed  
posted  
mended

### How to Play

#### Level 1: t or d

Put the cards into a pile in the centre. Players take turns to pick up a card, say the action, then turn it into past tense.

Notice, and cue, whether the -ed is pronounced ‘t’ or ‘d’.

#### Level 2: t, d or ed

When the child is confident with ‘t’ and ‘d’, add the ‘ed’ cards.

In what situations would cueing the past tense endings of a word help a student?

## Plurals – ‘s’, ‘z’ or ‘ez’

### Object of the Game

1. To note how the plural ending in regular nouns is pronounced.
2. Practise cueing those endings

### Materials

- Level 1:
  - pictures of nouns that end in unvoiced sounds p, t, c/k, f, th
  - pictures of nouns that end in voiced sounds b, d, g, v, th, m, n, ng, l, and vowel sounds
- Level 2: pictures of nouns that end in s, z, sh, ch, j

#### Level 1: ‘s’ ending

(Plural words ending in unvoiced consonants - p, t, k, f, th)

cups  
hats  
books  
cuffs  
troughs  
moths

#### Level 1: ‘z’ ending

(Plural words ending in voiced consonants - b, d, g, v, th, m, n, ng, l, or a vowel)

crabs  
birds  
dogs  
waves  
arms  
hens  
tongs  
wheels  
bananas  
videos  
trees

#### Level 2: ‘ez’ ending

(Plural words ending in s, z, sh, ch, or j)

buses  
noses  
brushes  
witches  
matches  
bridges  
pages

### How to Play

#### Level 1: ‘s’ or ‘z’

Put the cards into a pile in the centre. Players take turns to pick up a card, say the name of the object, then turn it into its plural.

Notice, and cue, whether the plural ending is pronounced ‘s’ or ‘z’.

#### Level 2: ‘s’, ‘z’ or ‘ez’

When the child is confident with ‘s’ and ‘z’, add the ‘ez’ cards.

In what situations would cueing the plural endings of a word help a student?

## Fronting Game

### **Object of the Game**

To help overcome substitution of front sounds 't' and 'd' for back sounds 'k' and 'g':

To heighten awareness of the difference between 't' & 'k', and 'd' & 'g'.

To use 'k' and 'g' correctly at the front and end of words.

**Materials:** Use Webber Minimal Pair Cards – 'Fronting' tin (Superduper Schools Company) or other 't' – 'k' and 'd' – 'g' minimal pairs.

### **for t/k**

- Level 1: t/k fronting game boards, see below,
- Level 2: pictures of t/k initial minimal pairs eg, tea/key, tap/cap, tape/cape
- Level 3: pictures of t/k final minimal pairs eg bike/bite, bat/back, sack/sat

### **for d/g**

- Level 1: d/g fronting game boards, see below,
- Level 2: pictures of d/g initial minimal pairs eg, dough/go, deer/gear, down/gown
- Level 3: pictures of d/g final minimal pairs eg bad/bag, bed/bag, bud/bug

### **How to Play**

One player is the teacher, the other is a child.

### **Level 1: Sounds**

**Teacher:** say these sounds, one by one:

**t, k, k, t, t, k, t, k, k**, cueing the sound as you say it.

**Child:** Repeat each sound and cue after the teacher, and point to the letter for that sound on the board.

### **Level 2: Sounds at the Front of Minimal Pairs**

Teacher helps the child place the cards with pictures of words beginning with 't' in a line under the 't'. Say the names of the pictured objects, cueing the initial sound. Now find the rhyming pair of each of these that starts with 'k' and put them opposite their rhyming partner under the 'k'. Say the names of the objects, cueing the initial sound. Now say the words in their rhyming pairs, cueing the initial sound.

### **Level 3: Sounds at the End of Minimal Pairs**

Repeat the game above with words with 't' or 'k' at the end.

### **Repeat levels 1, 2 and 3 for 'd' and 'g'**

[The boards for t-k and d-g are in Games2.pdf and need to be printed on A3 and trimmed to size]