Throat Sound Detectives

Students feel for a throat buzz as they distinguish paired consonant sounds.

K.LF.9.h "Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR AND CIRCLE

a	p	b	t
b	t	d	p
c	p	v	f

2 HEAR AND WRITE

ANSWER KEY

Throat Sound Detectives

HOW TO RUN THIS PAGE

Model /s/ and /z/ with two fingers on your throat. Explain that the mouth makes these sounds in the same way, but only /z/ makes the throat buzz. Listen as each student says the sounds on the sheet, and record any support separately from the student's marks.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · HEAR AND CIRCLE

SAY "Listen to each sound I say. Say it back with two fingers on your throat, then circle the letter that matches. I will listen to your sound."

ROW	SAY	STUDENTS CIRCLE
a	Listen: /b/. Say the sound and feel your throat. Which letter matches the sound you heard?	**b**
b	Listen: /t/. Say the sound and feel your throat. Which letter matches the sound you heard?	**t**
c	Listen: /f/. Say the sound and feel your throat. Which letter matches the sound you heard?	**f**

PART 2 · HEAR AND WRITE

SAY "Put two fingers on your throat. For the first box, listen to /g/, say it, and write its letter. For the second box, listen to /k/, say it, and write its letter."

- Box 1: **g**
- Box 2: **k**

WHAT TO ACCEPT

Circle b, t, and f in order. The boxes should show g, then k. Listen for each student to repeat the target sound without adding an "uh" sound, and note oral accuracy separately from written responses.