

How to Make My /w/ sound, as in “we”	Something doesn’t quite sound right... Patterns you might see	Help me practice my sound!
<ul style="list-style-type: none"> • My lips are lightly together and pushed forward • My tongue is down and relaxed • I turn on my voice - I can feel a vibration when I put my hand on my throat 	<ol style="list-style-type: none"> 1. You may hear no sound at all, also known as omission. This occurs when the participant tries to make the sound, but it is missing. For example: in the word “we” you may hear “ee” or in the word “water” you may only hear “ater”. 2. You may hear another sound, also known as substitution. This occurs when the participant tries to make the sound, but says a different sound instead. For example: in the word “we”, it could sound like “yee” or in the word “water”, you may hear “yater”. 	<ol style="list-style-type: none"> 1. Mirror Work Have them watch themselves in the mirror to make sure they are bringing both lips together and push them out. You can practice good lip placement by blowing kisses, kissing the air, kissing the mirror and kissing each other. Making a fish face is another way to get those lips together. 2. Make nonsense sounds with your child while adding the “w” sound <ol style="list-style-type: none"> a. Put the /w/ sound in front of all the long and short vowels, way, we, why, wow and woo. Then practice the /w/ sound at the end of the vowels, uw, aw, iw, ow, ew and finally in the middle of the vowels, iwo, aywu, ewa, owee ... you get the idea. b. Your child will love to imitate siblings (or bother them) so have your older children do this when they talk to them. They will be talking, and it will make the most adorable sibling moment. 3. Go on a sound hunt Look at books, food, labels, billboards, signs, anything and everything in your community or house and find words to practice that have the /W/ sound. Make sure you look for more than just words that start with the /W/ sound, also find words with the /W/ sound and in the middle. Add those words and make phrases like “wash it” or sentences like “Let’s play in the driveway.” 4. Wait! Have your child’s favorite activity or toy and a stuffed animal or doll. Show your child the toy or activity you are going to play with. Explain that the doll or stuffed animal is not very polite because she likes to take turns without asking. Tell your child that when the doll does that, you will have to tell her to “wait”. Begin to play and have the doll interrupt and ask for a turn. Tell the doll, “Wait.” Encourage your child to do the same. 5. Raising Robust Readers - Sing the letter W song! <p style="text-align: center;"> <i>The name of the letter is w.</i> <i>The sound of the letter is /w/.</i> <i>W says /w/.</i> <i>W says /w/.</i> <i>Wash the window.</i> <i>W says /w/.</i> </p> <p>**There is no “w” sound at the end of words. When “w” is at the end of words, it becomes silent and changes to vowel sound, as in grow, claw and chew.</p>
Where do I hear my sound?		
<ul style="list-style-type: none"> • In isolation “w” • In syllables “wa” • At beginning of words as in “water” • In the middle of words as in “kiwi” • In phrases with words that have /W/ at the beginning, and middle. • In sentences with words that have /W/ at the beginning and middle. • While reading with words that have /W/ at the beginning and middle. • In conversation with words that have /W/ at the beginning and middle. 	Photo	

Resources include: Libby Kumin and discussed in far greater detail in her book - [Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals](#), [How Does Your Child Hear and Talk?](#) courtesy of the American Speech–Language–Hearing Association and NDSS-Speech & Language Therapy Resource Guide provides an overview to “purposeful movement progressions”, [Teacherpayteacher.com](#), [Slpmsb.blogspot.com](#), [Mommyspeechtherapy.com](#), [Home-speech-home.com](#), [Raising Robust Readers](#)