

Oral Motor for The Enormous Watermelon by Brenda Parkes

The sound of this unit is /z/. Z is a voiced consonant that is made just like it's partner s but /z/ has the voice box turned on.

T
H
E

E
N
O
R
M
O
U
S

W
A
T
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M
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L
O
N



SNACK ORAL MOTOR EXERCISES

1. Make a Zee. Touch the inside corner of first the left top corner of the lip sweep across to the right top corner, then down to the left bottom corner, then back to the right bottom corner. Ask the children if they can feel the /Z/ on their lips. Make a /z/ then a /s/. Go back and forth between the two sounds with the children following (demonstrating voice on vs. voice off). Finish with zip zap!
2. Smile-Alternate smile and lip protruding pout 5xs. Remind that /z/ is a teeth together smile sound. Finish with word Zebra!
3. Cheerio Hold Up- Place a cheerio on alveolar (bumpy spot behind the front teeth) ridge and hold for 5 seconds. Repeat 5 xs.
4. Pull it In -Using a straw to represent the characters see if each child can blow the watermelon (Kix or other light cereal) into the kitchen. Watch for maintaining consistent airflow.

Songs, Phonological Awareness, and Listening skills :

Nursery Rhyme Riddles

1. Have pictures that will act as prompts to help children remember the nursery rhyme or good verbal cues. EX: Who had a little lamb? Jack be nimble finish the rhyme.
2. Sing the rhymes EX: Sing a Song of Sixpence, Old King Cole, Hickory Dickery Dock.
3. When you sing a song leave out one important word and ask the children to identify it. EX: Mary had a little ----- little ---- Mary had a little ---- it's fleece was white as snow.
4. **Can you pull the watermelon** (to the tune of muffin man)
Can you pull the watermelon, the watermelon, the watermelon,
Can you pull the watermelon, Can you Mother Hubbard.
Can you pull the watermelon, the watermelon, the watermelon,
Can you pull the watermelon, Can you Humpty Dumpty.
Continue with other characters.

Some of the objectives in this unit are to assist in developing discrimination between sounds that are stops (like /p/ and /b/) where the air is stopped and then pops out, and continuants like /s/ and /z/. In addition, this is a good time to reinforce the difference between voiced and unvoiced (sip/zip, sat/zat, sap/zap, zipper/sipper) Review sensory awareness in the mouth, tongue and lips. Practice crossing midline and rotation and retelling a familiar story.