

THE FIXED-UP-ONE ROUTINE /s/ clusters

two steps

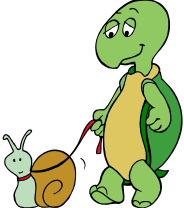



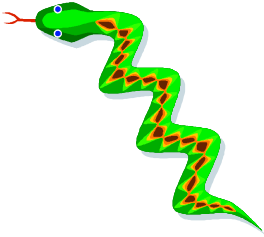



Imagery Ideas / Metalinguage

Refer to consonant clusters as “two-step words”, and “walk” with your fingers to denote the two consonants (2 steps) in onset in the cluster words, and the one consonant (1 step) in onset for singleton words. Alternatively, or as well, refer to consonant clusters as “friends”. Cue with silent finger-walking, and “You forgot your friend!”, “Was that a 2-step?”, “I didn’t hear the first bit.”, etc.

friends



<p>slow</p> 	<p>sleep</p> 	<p>slime</p> 
<p>“Listen, if I said ‘low’ instead of ‘slow’ it wouldn’t sound right. I’d think to myself, no, not ‘low’, it’s ‘slow’. I’d need to fix it up and say ‘slow’”.</p>	<p>“He went to sleep in the chair. Sleep”. But if I said leap in a chair, I would quickly remember that the ‘l’ needs a friend. I would have to say ‘sleep’”. (“walk” as you say this)</p>	<p>“A slug leaves a trail of slime. If I said ‘lime’ instead of ‘slime’ what would I have to do? I’d have to ...fix it up!”</p>
<p>slipped</p> 	<p>sleeve</p> 	<p>slice</p> 
<p>“He slipped on the wet floor. It’s not a ‘lipped’ is it? If I say ‘lipped on the floor’ I have to quickly remind myself to fix it up and put the first bit in. It is supposed to be ‘slipped’”.</p>	<p>“What about ‘leeve’? Would I need to fix it up if I said ‘leeve’ instead of ‘sleeve’?”</p>	<p>“This knife can lice the cucumber. LICE the cucumber? Uh oh! I need to do a ...”</p>
<p>slither</p> 	<p>slide</p> 	<p>sling</p> 
<p>“A snake can slither. If I said a snake can lither I would need to fix it up and say ‘slither’. Slither.”</p>	<p>“If I said lide down the lide what would I have to do? I would have to do TWO ...”</p>	<p>“Does this sound right to you? His arm is in a ling. What should I do about ‘ling’? Do I need to fix up ‘ling’?”</p>

Find more information and resources at <http://www.speech-language-therapy.com/tx-self-corrections.html>