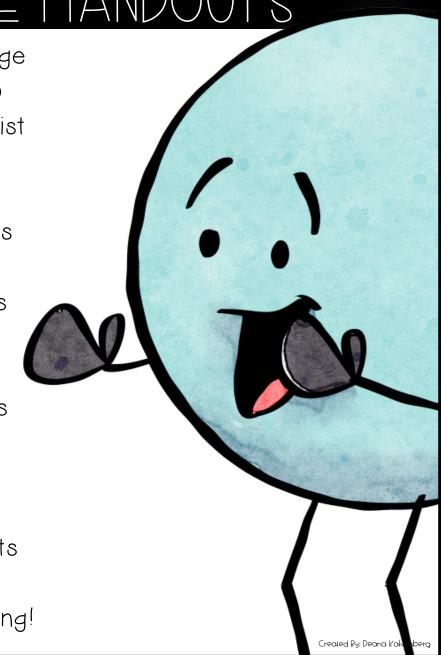


HOME PRACTICE HANDOUTS

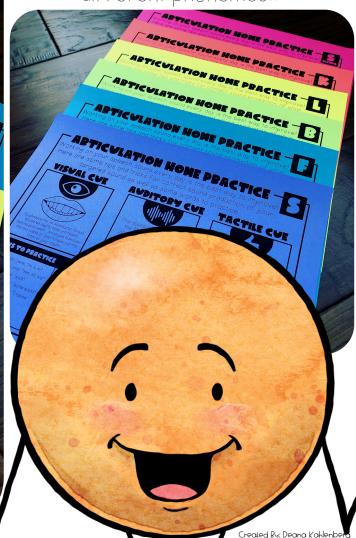
This packet was created for speech-language pathologists to use as parent handouts or to send home for homework with students. A list of targeted words is included for each phoneme. /H/ only includes initial and medial words, /W/ only includes initial position words and blends are in the initial position only. Majority of phonemes include a list of words for each position (initial, medial and final). I am a firm believer in the "less is more" theory, therefore only three targeted words are included for homework practice in each position. Handouts include visual, tactile and auditory cues for correct speech sound production of the targeted word. All handouts are black and white to save ink. Print on colored copy paper to stand out. Happy talking!



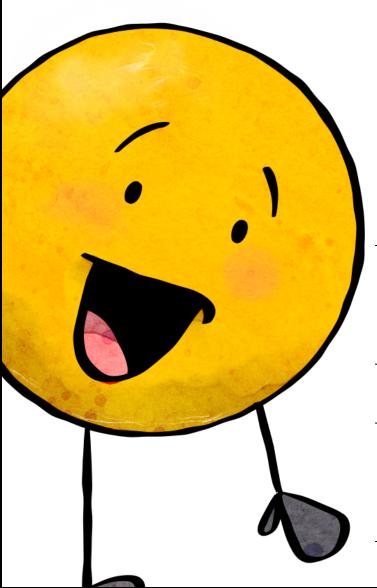
# EXAMPLES



I recommend printing on color paper for added fun and to easily identify different phonemes...



# TABLE OF CONTENTS



Phonemes included: /m, p, b, h, y, k, g, w, n, s, z, f, v, l, t, d, sh, th, ch, j, r, s-blends, l-blends, r-blends/

- Articulation Therapy
   Handout
- Phoneme Handouts
- Speech Sound
   Development Chart
- Speech Therapy Note

# ARTICULATION THERA

Articulation therapy consists of learning and practicing the correct production of speech sounds. All therapy is not the same, children may need a variety of tools, tips and tricks for successful production. Repetition and practice is key!

## VISUAL CUES



Modeling/showing the correct way to move our tongue, lips or teeth A mirror can be a great tool for visual cues

# AUDITORY CUES TACTILE CUES



Talking and explaining to the child how to produce a sound. Sometimes a keyword or mnemonic device may help remember how to produce a sound correctly



Using our finger, tongue depressor or tool to touch a place where we should put our tongue, lips or teeth to produce a sound correctly.

# **HOW CAN I HELP?**

This is a question that many parent's and teacher's ask frequently. Here are some ideas for how to help encourage carryover from the therapy room to other settings

- Talk about your student's goals or targeted speech sound with them daily
  - Complete speech homework (if provided) or choose a way to practice everyday
- Try to avoid pushing your student to frustration. If they are close to a correct production, praise them! Sometimes it's best to move on and come back to practice at another time
- Check-in with your student's teacher or therapist to see how they are doing at least every
- Understand that changing a student's speech patterns takes time and frequent reinforcement. It cannot be done through speech therapy alone.
- Practicing correct sound production is just as important as listening to correct sound production. Model correct speech for your student.

#### PRODUCTION HIERARCHY

- Isolation Level: "/m, m, m/"
- Syllable Level: "my, me, ma"
- Word Level: "man"
- Phrase Level: "mean man"
- Sentence Level: "I see a mean
  - man "
- Reading Level
  - Conversation Level

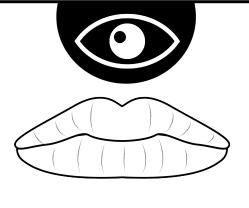
Created By: Deana Kahlenberg, M.S. CCC-SLP

Working on your speech sound every day is the best way to improve!

Here are some tips and tricks for correct sound production of your

targeted sound as well as some words to practice.

## VISUAL CUE



To produce the /m/ sound, lips should be together.

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# AUDITORY CUE



This sound may also be called the YUMMY sound. It is the sound we make when something tastes good! Eat something good and say /mmmm/!
This is a VOICED sound! Turn

on your vocal cords!

# TACTILE CVE

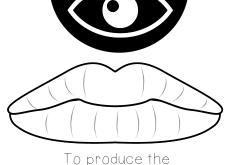


Run your index finger along your lips while producing Press them lightly with your finger.

#### **WAYS TO PRACTICE** Isolation Level: "/m, m, m/" ☐ meat € 🔳 name diamond Syllable Level: "my, me, ma" Word Level: "man" Phrase Level: "mean man" ☐ mail pumpkin Sentence Level: "I see a mean man " Reading Level mummy Conversation Level

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## VISUAL CUE



/p/ sound, lips should be

together. Air must come out very q.uickly.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the POPPING sound. Blow some bubbles and practice saying "pop, pop, pop!"

This is a VOICELESS sound! Turn off your vocal cords!

# TACTILE CVE



Touch the place where the lips meet while producing. Encourage your child to put the lips together. Bring your finger outward quickly while producing to show the air coming out quickly.

#### **WAYS TO PRACTICE** Isolation Level: "/p, p, p/" ☐ happy 🗖 pipe 🖁 ■ pig Syllable Level: "Pie, pea, pa" Word Level: "pig" Phrase Level: "pink pig" hippo Sentence Level: "I see a pink pig." Reading Level apple Conversation Level

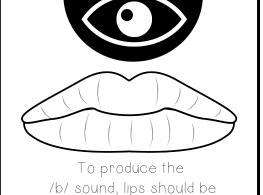
8

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## VISUAL CUE



together. Air must come out very

q.uickly.

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# AUDITORY CUE



This sound may also be called the BOUNCING sound Grab a ball and bounce it!

Practice /b, b, b/ as it hits the ground!

This is a VOICED sound!

Turn on your vocal cords!

## TACTILE CVE

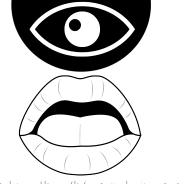


Touch the place
where the lips meet
while producing.
Encourage your child
to put the lips
together.

#### INITIAL **WAYS TO PRACTICE** Isolation Level: "/b, b, b/" □ cub 💮 □ robot ∰ □ bow 500 Syllable Level: "By, bow, bee" Word Level: "boat" Phrase Level: "big boat" ☐ football web Sentence Level: "I see a big boat." Reading Level 🔲 table Conversation Level

# - ARTICULATION HOME PRACTICE $oldsymbol{--}$

Working on your speech sound every day is the best way to improve! Here are some tips and tricks for correct sound production of your targeted sound as well as some words to practice.



To produce the /h/ sound air comes from your throat out your mouth. Your mouth is open to produce this

# VISUAL CUE AUDITORY CUE TACTILE CUE



This sound may also be called the LAUGHING sound. Tell a joke! Practice laughing by saying a clear "ha, ha ha" or "hee, hee, hee"! This is a VOICELESS sound! Turn off your vocal cords!



Cup your hand around you mouth while making this sound (similar to if you were smelling your breath, ew!) Practice feeling the air that comes out of your mouth while making this sound

#### **WAYS TO PRACTICE**

- Isolation Level: "/h, h, h/"
- Syllable Level: "Hi, ho, he"
- Word Level: "hot"
- Phrase Level: "hot hat"
- Sentence Level: "I feel the hot hat "
- Reading Level
- Conversation Level

- 🗖 hug
- $\Box$  hat
- hide

- ☐ fish hook
- □ haha
  - birdhouse





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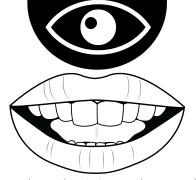


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## VISUAL CUE



To produce the /y/ sound you make a mouth movement similar to long /e/. The tongue tip should be down, behind the bottom teeth.

# AUDITORY CUE



This sound may also be called the YO-YO sound.

Begin by making a long /eeee/ sound before producing the /y/ sound.

This is a VOICED sound!

Turn on your vocal cords!

# TACTILE CVE



Place your pointer finger and thumb on the corners of your mouth while you produce the sound.

#### WAYS TO PRACTICE

- Isolation Level: "/y, y, y/"
  - Syllable Level: "ye, yaw, yo"
- Word Level: "yes"
- ☐ Phrase Level: "you yawn"
- Sentence Level: "I saw you yawn."
- Reading Level
- ☐ Conversation Level

#### INITIAL

- yes
- yawn
- □ yogurt



- □ yo-yo
- royal
- □ crayon





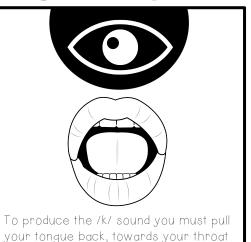
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### VISUAL CUE



and open your mouth.

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# AUDITORY CUE



This sound may also be called the COUGHING sound. Pretend to cough to practice listening to this sound. Still having trouble? Hold your head back, or lie down and try producing a /k/ sound. This is a VOICELESS sound! Turn off your vocal cords!

# TACTILE CVE



Put your hand on your throat and open your mouth while producing. This sound comes from the back of the mouth, towards your throat. If you are producing a /t/ or /d/ for this sound your tongue is too far forward.

#### **WAYS TO PRACTICE** Isolation Level: "/k, k, k/" □ cat ¾ ☐ turkey 👺 □ rake Syllable Level: "Key, cow, K" Word Level: "key" Phrase Level: "cool key" Cake □ acorn ® Cape Sentence Level: "I see a cool kev." ☐ monkey § Reading Level cone bike Conversation Level

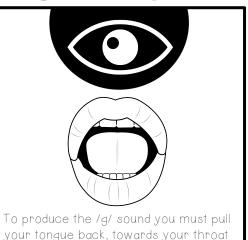
G

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## **YISUAL CUE**



and open your mouth.

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# AUDITORY CUE



This sound may also be called the GULPING sound. Pretend to drink something with a hard swallow. This will pull the tongue back. Still having trouble? Lay on your back while practicing. This will naturally pull the tongue back. This is a VOICED sound! Turn on your vocal cords!

## TACTILE CVE



Put your hand on your throat and open your mouth while producing. This sound comes from the back of the mouth, towards your throat. If you are producing a /t/ or /d/ for this sound your tongue is too far forward.

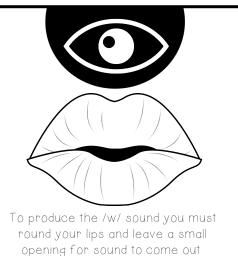
#### **WAYS TO PRACTICE** Isolation Level: "/g, g, g/" □ goat 🖁 ☐ tiger mug Syllable Level: "Go, guy, gah" Word Level: "gum" Phrase Level: "good gum" ☐ goose □ wagon ⊌ Sentence Level: "I chew some good gum." Reading Level ☐ tugboat gum Conversation Level

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## VISUAL CUE



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# AUDITORY CUE



This sound may also be called the CRYING sound. Pretend to cry like a baby. Practice producing "waaa, waaa, waaa" while you cry. This is a VOICED sound! Turn on your vocal cords!

# TACTILE CVE



Put one finger right under your bottom lip as you round them to produce this sound. Over emphasis lip rounding if needed.

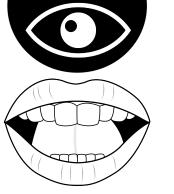
#### **WAYS TO PRACTICE** Isolation Level: "/w, w, w/" ■ wood® one Syllable Level: "We, why" Word Level: "wave" Phrase Level: "we wave" ■ wave ﷺ ■ wheel ■ wet Sentence Level: "I saw him wave » 🗖 whale 🤄 Reading Level web Wag Conversation Level

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targeted sound as well as some words to practice.

## VISUAL CUE



To produce the /n/ sound you direct the sound through your nose. Your tongue should be up on the roof of your mouth.

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# AUDITORY CUE



This sound may also be called the NOSE sound. Combine a strong /n/ with the tactile cue to produce the sound using your nose. A good target word to practice is "no"!

This is a VOICED sound! Turn on your vocal cords!

# TACTILE CVE



Put one finger on the side of your nose while producing this sound.

# Isolation Level "/n, n, n/" Syllable Level "ne, naw, no" Word Level "no nails" Phrase Level "no nails" Sentence Level "The sign said no nails" Reading Level Conversation Level

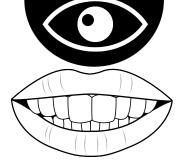
8

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## VISUAL CUE



To produce the /s/ sound your tongue should be slightly back and raised, behind your teeth. Air should flow over the the middle of your tongue, out the front of your mouth.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the SNAKE sound. Grab some play dough and roll it into a snake shape. Practice a /sss/ while moving the snake around. This is a VOICELESS sound! Turn off your vocal cords!

## TACTILE CVE



Trace one finger along your arm slowly as you make a /sssss/ sound.

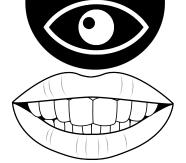
#### **WAYS TO PRACTICE** Isolation Level: "/s, s, s/" ☐ mice ▮ ☐ baseball ♣ □ sail Syllable Level: "see, so, say" Word Level: "sock" Phrase Level: "some socks" pencil Sentence Level: "I found some socks." Reading Level glasses sad Conversation Level

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## VISUAL CUE



To produce the /z/ sound your tongue should be slightly back and raised, behind your teeth. Air should flow over the the middle of your tongue, out the front of your mouth.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the ZIPPER sound. Grab a jacket with a zipper. Practice making the /zzzz/ sound a you zip it up or down. This is a VOICE sound! Turn on your vocal cords!

# TACTILE CVE



Trace one finger along your arm slowly as you make a /zzzzz/ sound.

# Isolation Level. "/z, z, z/" Syllable Level "zee, zoo, za" Word Level. "zoo" Phrase Level. "big zoo" Sentence Level "I went to the big zoo" Reading Level Conversation Level Isolation Level. "/z, z, z/" Adaisy India Imaze Imaze

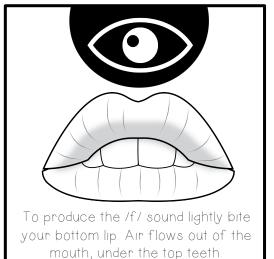
8

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targeted sound as well as some words to practice.

## VISUAL CUE



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# AUDITORY CUE



This sound may also be called the WINDY sound. This sound may be easiest to begin making in the final position. A good word to use as a target would be "off".

This is a VOICELESS sound!
Turn off your vocal cords!

# TACTILE CVE



Place one finger in the middle of your chin, right under your bottom lip. Push the bottom lip under the teeth slightly if needed.

#### **WAYS TO PRACTICE** Isolation Level: "/f, f, f/" ☐ fin □ dolphin < ■ leaf Syllable Level: "fee, fi, fo" Word Level: "feet" □ gopher ₩₩ Phrase Level: "four feet" Sentence Level: "I counted four feet." ☐ trophy ■ knife Reading Level Conversation Level

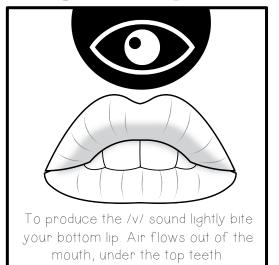
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## VISUAL CUE



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# AUDITORY CUE



This sound may also be called the VACUUM sound. Grab some toy cars. Pretend to make them go fast while saying "vroom"! This is a VOICED sound! Turn on your vocal cords!

# TACTILE CVE



Place one finger in the middle of your chin, right under your bottom lip. Push the bottom lip under the teeth slightly if needed.

#### **WAYS TO PRACTICE** Isolation Level: "/v, v, v/" □ clover CA ■ wave ∠ Vase Syllable Level: "vee, vah, vo" Word Level: "van" Phrase Level: "fast van" ■ heavy ■ vote Sentence Level: "I saw a fast van " Reading Level vest seven Conversation Level

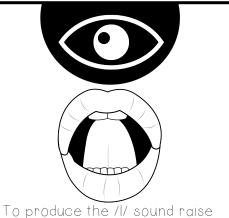
ve!

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## VISUAL CUE



the tip of your tongue up right

behind your top two front teeth

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the SINGING sound. Pretend to sing using your best "la, la, la"!

This is a VOICED sound!

Turn on your vocal cords!

# TACTILE CVE



Place the tip of your index finger on the top of your upper lip to mimic the movement of the raised tongue tip.

#### **WAYS TO PRACTICE** Isolation Level: "/I, I, I/" □ hole 🖫 ☐ lake □ pillow Syllable Level: "low, lay, lie" Word Level: "look" Phrase Level: "look left" □ small 🍪 ☐ tulip □ light Sentence Level: "He said to look left" ☐ smile Reading Level ☐ lemon lollipop Conversation Level

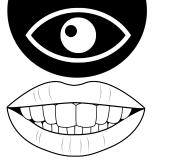
? [

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## VISUAL CUE



To produce the /t/ sound put the tip of the tongue on the bump right behind your two front teeth. Air should be released in a puff out the front of the mouth.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the TICK-TOCK sound. Find a clock, listen to the tick-tock. Try to imitate the sound.

This is a VOICELESS sound!
Turn off your vocal cords!

# TACTILE CVE



Place your index finger on indentation above your upper lip, below your nose. Bring it out to mimic the air being released

# Isolation Level "/t, t, t/" Syllable Level "tie, toe, tee" Word Level "two tubes" Sentence Level "T bought two tubes of toothpaste." Reading Level Conversation Level Isolation Level "/t, t, t/" bottle b

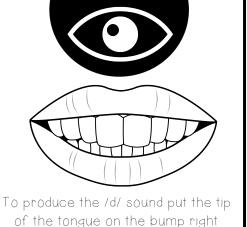
D

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## VISUAL CUE



behind your two front teeth.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the DRUMMING sound. Grab a toy drum or box. Make a beat while practicing /d, d, d/.

This is a VOICED sound! Turn on your vocal cords!

# TACTILE CVE

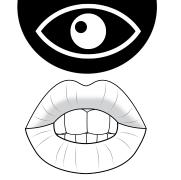


Place your index finger on indentation above your upper lip, below your nose.

#### MEDIAL **WAYS TO PRACTICE** Isolation Level: "/d, d, d/" □ spider spider ☐ dog ☐ mud Syllable Level: "dee, day, die" Word Level: "dog" Phrase Level: "dug deep" ■ bed ☐ soda Sentence Level: "He dug a deep hole." Reading Level l candy Conversation Level

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## VISUAL CUE



To produce the /sh/ sound the lips should be rounded and slightly open. Your tongue should be slightly raised in the middle of your mouth.

# AUDITORY CUE



This sound may also be called the QUIET sound Practice telling others to be quiet by using your finger and saying "shhhhh". This is a VOICELESS sound!

Turn off your vocal cords!

## TACTILE CVE



Place your index finger in front of your lips, making the quiet motion.

#### MEDIAL **WAYS TO PRACTICE**

- Isolation Level: "/sh, sh, sh/"
- Syllable Level: "she, shy"
- Word Level: "shark"
- Phrase Level: "shark show"
- Sentence Level: "I saw the shark show."
- Reading Level
- Conversation Level

□ ship.



☐ shell



☐ trash can





□ bookshelf





□ cash

seashell

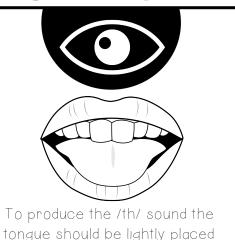
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## VISUAL CUE



between the teeth.

# AUDITORY CUE



This sound may also be called the TONGUE SANDWHICH sound. Make a tongue sandwich by placing your tongue between your teeth. This sound may be VOICED as in "the" or VOICELESS as in "bath"

# TACTILE CVE



Touch the tip of your tongue with the tip of your index finger while it is between the teeth.

#### INTERL **WAYS TO PRACTICE** MEDIAL Isolation Level: "/th, th, th/" ☐ thief ☐ Earth □ weather \*\*\* Syllable Level: "thy, thaw" Word Level "think" Phrase Level: "think thin" □ thorn □ birthday cu lacksquare mouth Sentence Level: "I think the pencil is thin." Reading Level ☐ thumb bathtub Conversation Level Created By: Deana Kahlenberg, M.S. CCC-SLP

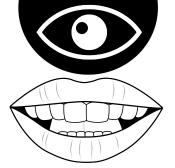
CH

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### VISUAL CUE



To produce the /ch/ sound the tip of the tongue should be on the bump right behind the top front teeth. Air should flow over the middle of the tongue, out the front of the mouth.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the CHOO-CHOO sound. Grab a train. Drive it around while practicing saying "choo-choo"! Still having trouble? Try saying /t/followed by /s/quickly. This is a VOICELESS sound! Turn off your vocal cords!

# TACTILE CVE

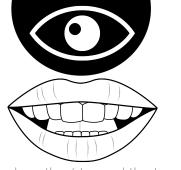


Using your index finger and thumb touch the corners of your mouth while producing.

#### **WAYS TO PRACTICE** Isolation Level: "/ch, ch, ch/" □ church ♣ □ chair (§ beachball(()) Syllable Level: "che, chi" Word Level: "cheese" Phrase Level: "chew cheese" ☐ cheese □ pitcher (\*\*\* peach Sentence Level: "I ate some chewy cheese." □ lunchbox □ lunch Reading Level chick Conversation Level

Working on your speech sound every day is the best way to improve! Here are some tips and tricks for correct sound production of your targeted sound as well as some words to practice

## VISUAL CUE



To produce the /j/ sound the tip of the tongue should be on the bump right behind the top front teeth. Air should flow over the middle of the tongue, out the front of the mouth

# AUDITORY CUE



This sound may also be called the JUMPING sound. Hop up and down while practicing /j, j, j/ or have a toy jump while practicing. This is a VOICED sound! Turn on your vocal cords!

## TACTILE CVE



Using your index finger and thumb touch the corners of your mouth while producing

## MEDIAL **WAYS TO PRACTICE**

- Isolation Level: "/j, j, j/"
- Syllable Level: "jay, joe, jee"
- Word Level: "jug"
- Phrase Level: "just juice"
- Sentence Level: "Can you hand me the juice jug?"
- Reading Level
- Conversation Level

■ jug



☐ juice



☐ ginger



pajamas









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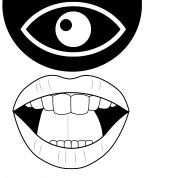
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Working on your speech sound every day is the best way to improve!

Here are some tips and tricks for correct sound production of your

targeted sound as well as some words to practice.

## VISUAL CUE



To produce the /r/ sound the back of your tongue should be raised toward the roof of your mouth and may be tightened or bunched.

Created By: Deana Kahlenberg, M.S. CCC-SLP

# AUDITORY CUE



This sound may also be called the PIRATE sound.
Practice being a pirate! Use a good bite with your teeth while practicing "arrrr"!
This is a VOICED sound!
Turn on your vocal cords!

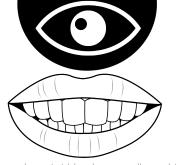
# TACTILE CVE



Cross your index and middle fingers. Place horizontally across the back of your throat and raise your fingers as you produce the sound.

#### MEDIAL **WAYS TO PRACTICE** Isolation Level: "/r, r, r/" □ car € ☐ rain ☐ carrot Syllable Level: "ray, row, ri" Word Level: "rug" Phrase Level: "red rug" ■ zero Sentence Level: "He has a red rug." Reading Level arrow -Conversation Level

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To produce /s/ blends you will need to produce two sounds in a row. For example if you're working on /sp/ you would first start to make mouth movements for /s/ and then quickly move into mouth movements for /p/

# VISUAL CUE AUDITORY CUE TACTILE CUE



This sound starts out like the snake sound. Practice slowly making the /sss/ sound followed by the second consonant sound. The /s/ sound is a VOICFI FSS sound, turn off your vocal cords! The second sound in an /s/ blend may be voiced or unvoiced.



Trace one finger along your arm slowly as you make a /sssss/ sound. Tactile cues will differ depending on the second consonant sound.

W	RYS TO PRACTICE	SP	SK	SM	ST	SW	SN
	Isolation Level "sk, sn, sp"  Syllable Level "ski, sky, spy"	□ spy	☐ ski	☐ small	□ stop	□ swan	☐ snail
	Word Level: "spy"	□ spider	□ skip	☐ smile	□ stay	☐ sweet	□ snake
	Phrase Level "sneaky spy" Sentence Level "He is a	□ speak	□ scale	□ smell	□ stamp	□ swing	□ snip
	sneaky spy." Reading Level	□ spot	□ scrap	□ smart	□ stool	□ swat	□ snore
Cnested By:	Conversation Level	□ spill	□ sky	□ smoke	□ star	☐ swipe	□ snot

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### VISUAL CUE





To produce /l/ blends you will need to produce two sounds in a row. For example if you're working on /sl/ you would first start to make mouth movements for /s/ and then quickly move into mouth movements for /l/

# AVDITORY CVE TACTILE CVE



This sound can start with a variety of consonant sounds, but an /l/ sound will be the second sound. Practice making a consonant sound followed by the SINGING /I/ sound! The /I/ sound is a VOICED sound. turn on your vocal cords! The first sound in an /l/ blend may be voiced or unvoiced.



Tactile cues will differ depending on the first consonant sound. For the /l/ phoneme place the tip of your index finger on the top of your upper lip to mimic the movement of the raised tongue tip

WAYS TO PRACTICE	BL	GL	CL	PL	FL	SL
☐ Isolation Level: "bl, cl, gl"	☐ blue	☐ globe	☐ club	☐ plane	☐ fly	<b>□</b> sled
Syllable Level: "blue, glow"  Word Level: "clock"	□ blood	☐ glow	□ clock	□ plate	☐ flag	☐ sleep
Phrase Level: "blue clock"  Sentence Level: "I have a	□ black	☐ glue	□ cliff	□ plug	☐ flip	☐ slime
blue clock."  Reading Level	☐ block	🗖 glass	□ clap	□ plan	☐ flop	☐ slim
Reading Level Conversation Level	□ blink	<b>□</b> glove	☐ clip	☐ plaid	☐ flood	□ slip

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To produce /r/ blends you will need to produce two sounds in a row. For example if you're working on /br/ you would first start to make mouth movements for /b/ and then quickly move into mouth movements

# VISUAL CUE AUDITORY CUE TACTILE CUE



This sound can start with a variety of consonant sounds but an /r/ sound will be the second sound Practice making a consonant sound followed by the PIRATE /r/ sound! The /r/ sound is a VOICED sound, turn on your vocal cords! The first sound in an /r/ blend may be voiced or unvoiced.



Tactile cues will differ depending on the first consonant sound Cross your index and middle fingers Place horizontally across the back of your throat and raise your fingers as you produce the sound

W	IYS TO PRACTICE	DR	BR	CR	GR	PR	TR
0	Isolation Level: "pr, br, dr"	☐ dry	☐ bright	☐ crab	☐ grab	☐ prom	☐ truck
<u> </u>	Syllable Level: "pray, dry"  Word Level: "frog"	☐ drop	☐ brag	☐ creek	☐ grim	☐ price	☐ trail
<u> </u>	Phrase Level: "green frog" Sentence Level: "I saw a	🗖 drip	☐ bring	🗖 crate	□ green	□ prop	🗖 train
	green frog." Reading Level	☐ drum	☐ bread	□ crack	☐ grin	☐ pretty	☐ tree
	Conversation Level	☐ drag	☐ brad	☐ creep	☐ grind	☐ print	☐ trick

# SPEECH SOUND DEVELOPMENT

This chart shows the age at which approximately 90% of children are able to master a given speech sound. Please be aware that all kids develop at different rates and these ages are approximates. Development can vary by gender as well.

AGE	FEMALES	MALES
3	p, b, m, n, h (initial), w (initial), d, k, g, f (initial)	p, b, m, n, h (initial), w (initial), d, k, f (initial), t
4	y, t, th (voiced), tw, kw	g
5	l (initial), f (final), v, l-blends	y, th (voiced), f (final), v, tw, kw
6	th (voiceless), sh, ch, j, l (final)	l (initial), l-blends
7	s, z, ng, s-blends	th (voiced), sh, ch, j, l (final), s, z, ng, s-blends
8	r, -er, r-blends	th (voiceless), r, -er, r-blends
9	triple r-blends	triple r-blends

Data is complied from the Iowa-Nebraska Articulation Norms Smit, Hand, Freilinger, Bernthal, and Bird (1990), Journal of Speech and Hearing Disorders, 55, 779-798 Virginia Department of Education (2011) Speech-Language Pathology Services in Schools: Guidelines for Best Practice

# SPEECH THERAPY NOTE

Your child is working on the phoneme (s) at the level of:  isolation words phrases sentences reading conversation	For homework, please practice these words or phrases:			
Your child's accuracy rate was% in	Practice Recommendations			
Cues needed:  minimal auditory moderate visual	<ul><li>☐ Homework handout</li><li>☐ Flashcard practice</li><li>☐ Reading practice</li></ul>			

maximum 

tactile

Created By: Deana Kahler

☐ Conversation practice

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<sup>\*</sup>Please note that speech and language therapy should only be conducted with or as advised by a licensed speech-language pathologist.\*

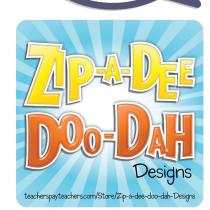
# CREDITS





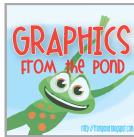














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