

# ARTICULATION HOME PRACTICE HANDOUTS

CREATED BY: DEANA KAHLENBERG

on Level  
Level "see, so, say  
el "sock"  
"some socks"  
"I found

☐ sun 

☐ sad 

☐ baseball 

☐ pencil 

☐ mice 

**FILE CUE**

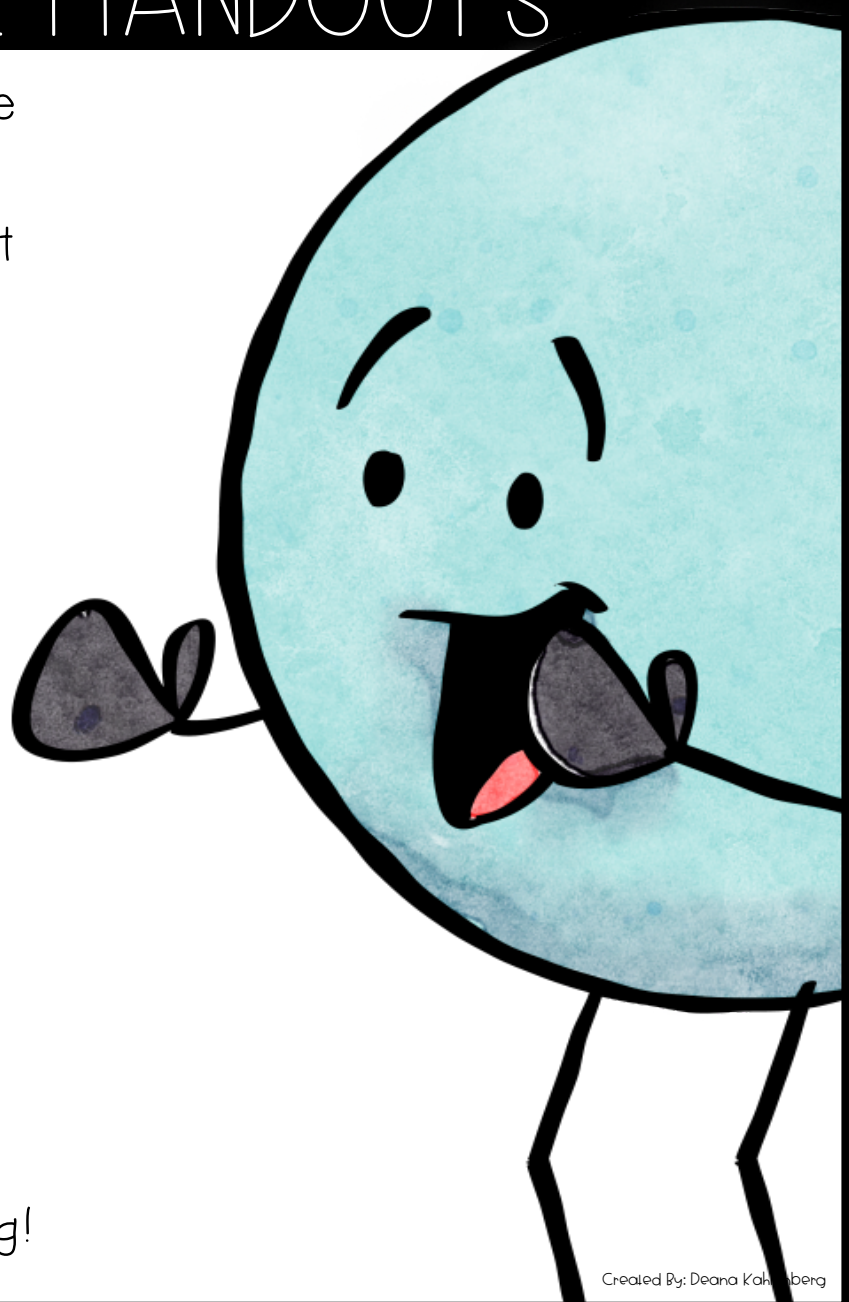


Trace one  
finger along  
your arm slowly  
as you make a  
/sssss/ sound.

**FINAL**

# 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!





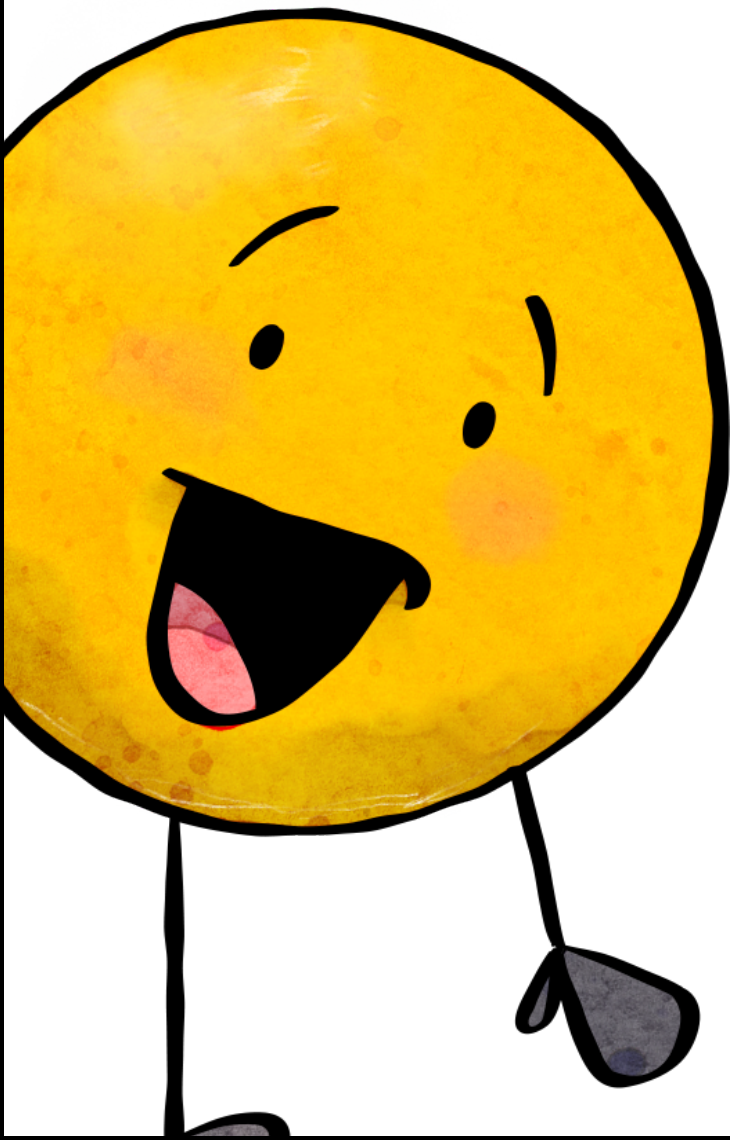
# EXAMPLES

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 THERAPY

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



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.

## TACTILE CUES



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?

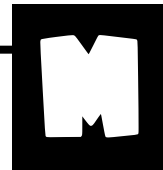
This is a question that many parent's and teacher's ask frequently. Here are some ideas for how to help encourage carryover from the therapy room to other settings.

- ☐ 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 quarter.
- ☐ 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

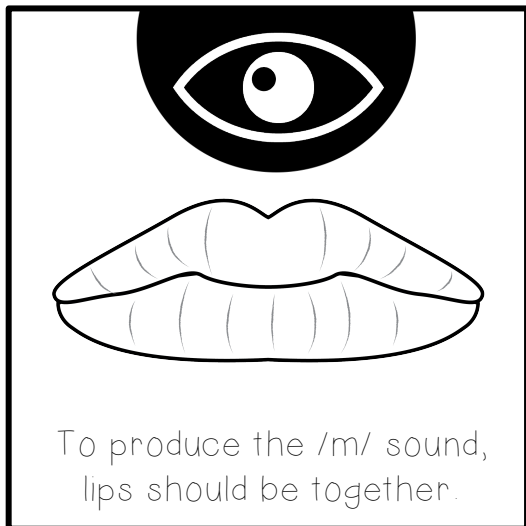
- ☐ Isolation Level: "/m, m, m/"
- ☐ Syllable Level: "my, me, ma"
- ☐ Word Level: "man"
- ☐ Phrase Level: "mean man"
- ☐ Sentence Level: "I see a mean man."
- ☐ Reading Level
- ☐ Conversation Level

# ARTICULATION HOME PRACTICE

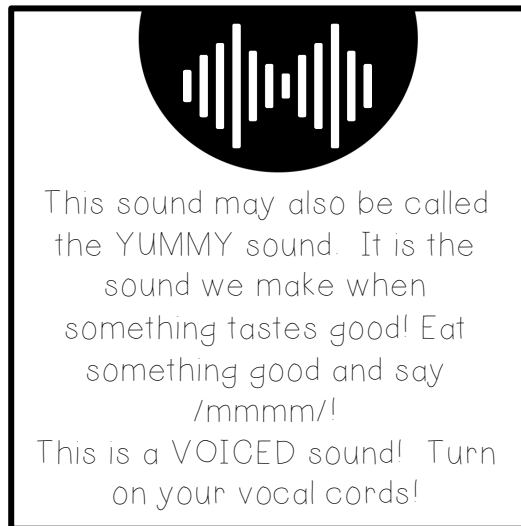


Working on your speech sound every day is the best way to improve!  
Here are some tips and tricks for correct sound production of your targeted sound as well as some words to practice.

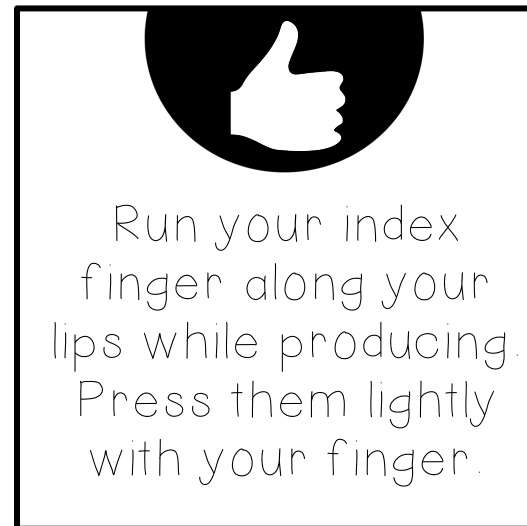
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

- ☐ 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

## INITIAL

- ☐ meat
- ☐ mail
- ☐ men

## MEDIAL

- ☐ diamond
- ☐ pumpkin
- ☐ mummy

## FINAL

- ☐ name
- ☐ gum
- ☐ ham



# ARTICULATION HOME PRACTICE

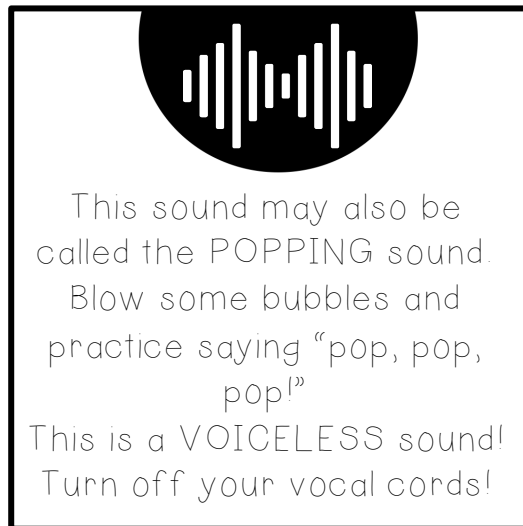
P

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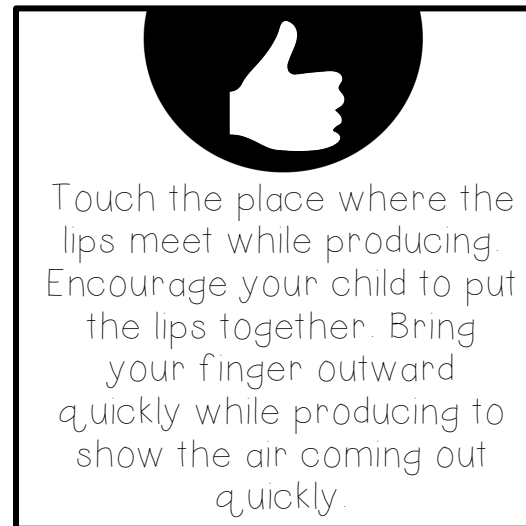
## VISUAL CUE



## AUDITORY CUE



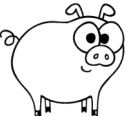


## TACTILE CUE






## WAYS TO PRACTICE

- ☐ Isolation Level: "/p, p, p/""
- ☐ Syllable Level: "Pie, pea, pa"
- ☐ Word Level: "pig"
- ☐ Phrase Level: "pink pig"
- ☐ Sentence Level: "I see a pink pig."
- ☐ Reading Level
- ☐ Conversation Level

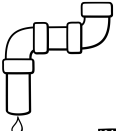


## INITIAL

- ☐ pig 
- ☐ pie 
- ☐ pea 

## MEDIAL

- ☐ happy 
- ☐ hippo 
- ☐ apple 

## FINAL

- ☐ pipe 
- ☐ ship 
- ☐ mop 

# ARTICULATION HOME PRACTICE

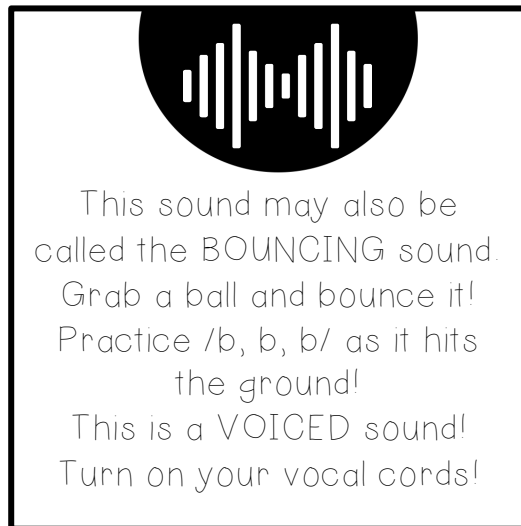
**B**

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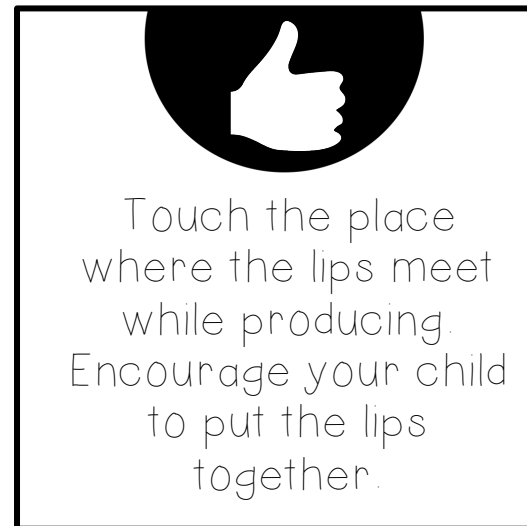
## VISUAL CUE



## AUDITORY CUE



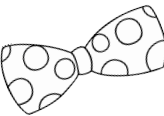


## TACTILE CUE



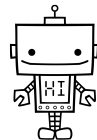
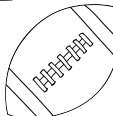

## WAYS TO PRACTICE

- ☐ Isolation Level: "/b, b, b/"
- ☐ Syllable Level: "By, bow, bee"
- ☐ Word Level: "boat"
- ☐ Phrase Level: "big boat"
- ☐ Sentence Level: "I see a big boat"
- ☐ Reading Level
- ☐ Conversation Level



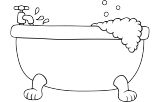
## INITIAL

- ☐ bow 
- ☐ bun 
- ☐ bee 

## MEDIAL

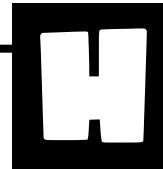
- ☐ robot 
- ☐ football 
- ☐ table 

## FINAL

- ☐ cub 
- ☐ web 
- ☐ tub 

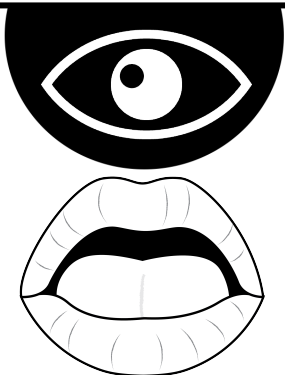


# ARTICULATION HOME PRACTICE



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

## AUDITORY 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!

## TACTILE CUE



Cup your hand around your 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

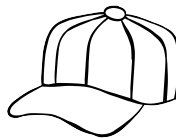
- ☐ Isolation Level: "/h, h, h/"
- ☐ Syllable Level: "Hi, ho, he"
- ☐ Word Level: "hot"
- ☐ Phrase Level: "hot hat"
- ☐ Sentence Level: "I feel the hot hat"
- ☐ Reading Level
- ☐ Conversation Level

## INITIAL

☐ hug



☐ hat



☐ hide



## MEDIAL

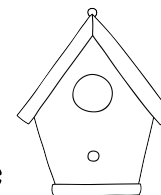
☐ fish hook



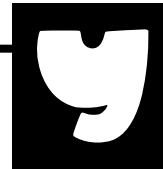
☐ haha



☐ birdhouse

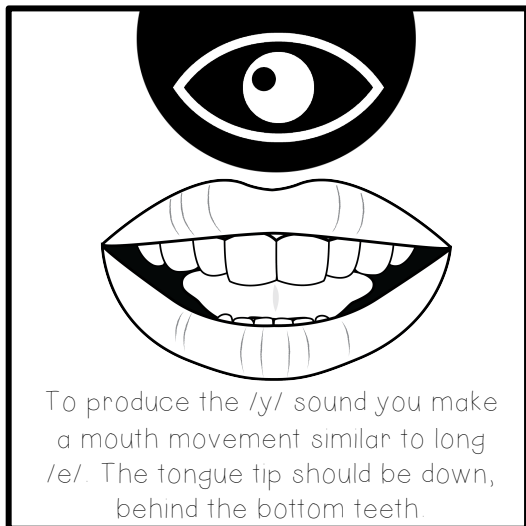


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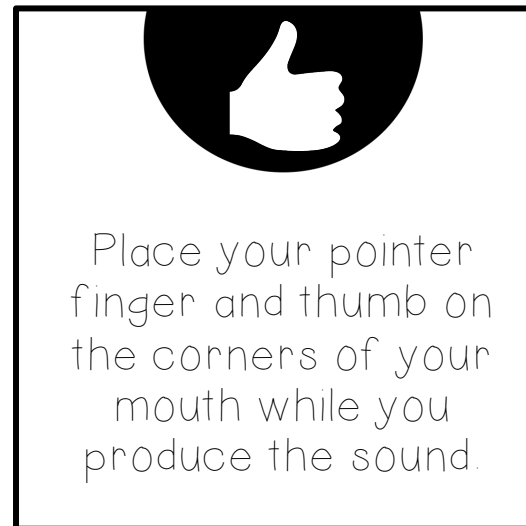
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## 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



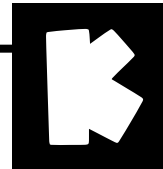
## MEDIAL

- ☐ yo-yo
- ☐ royal
- ☐ crayon



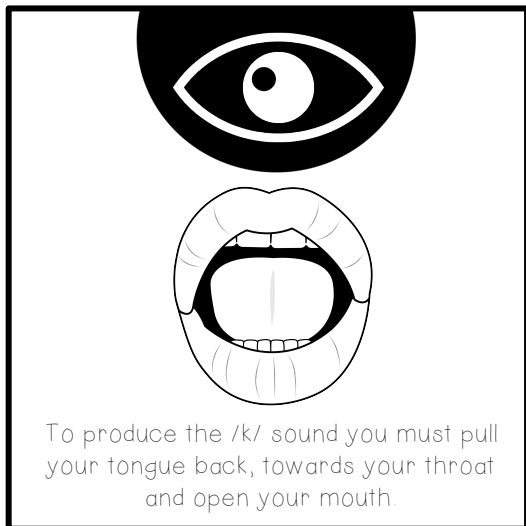


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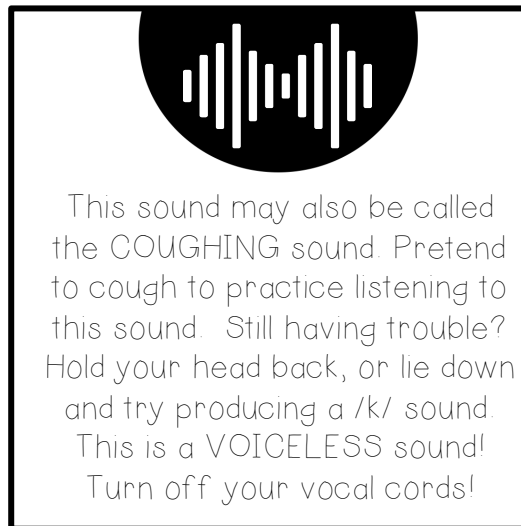


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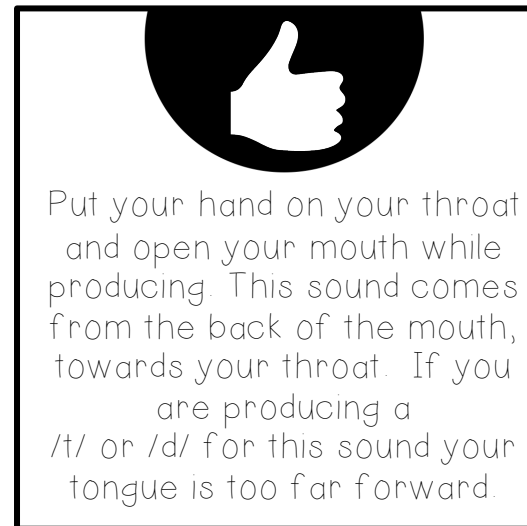
## VISUAL CUE



## AUDITORY CUE



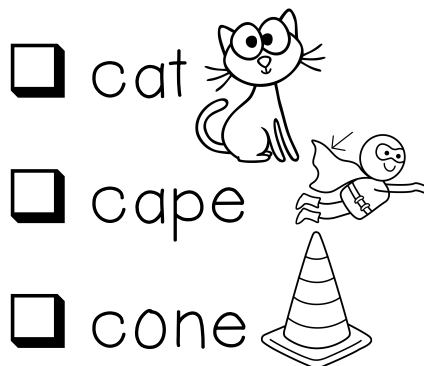
## TACTILE CUE



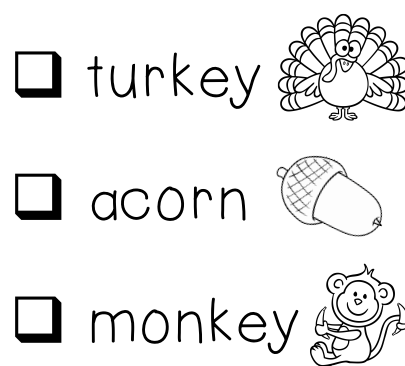
## WAYS TO PRACTICE

- ☐ Isolation Level: "/k, k, k/"
- ☐ Syllable Level: "Key, cow, K"
- ☐ Word Level: "key"
- ☐ Phrase Level: "cool key"
- ☐ Sentence Level: "I see a cool key."
- ☐ Reading Level
- ☐ Conversation Level

## INITIAL



## MEDIAL



## FINAL

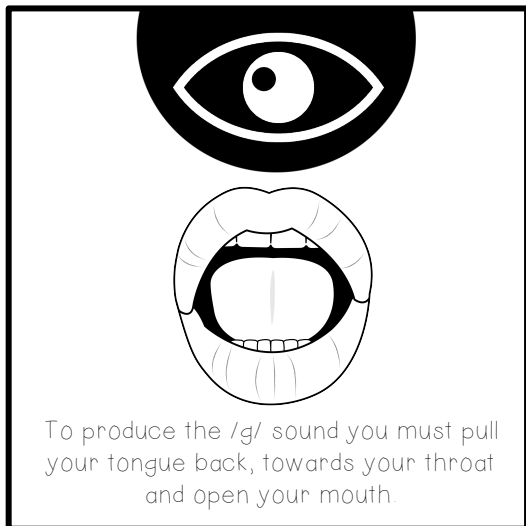


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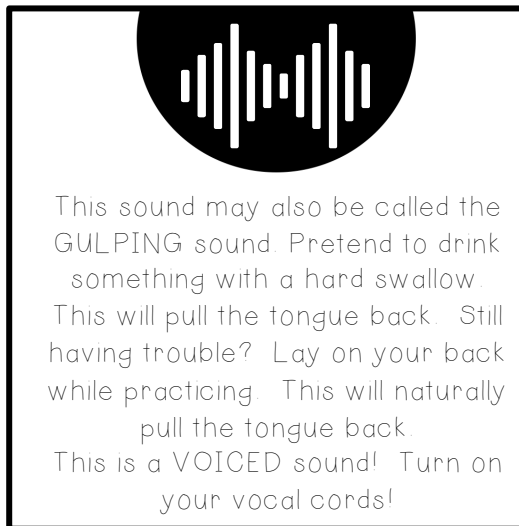


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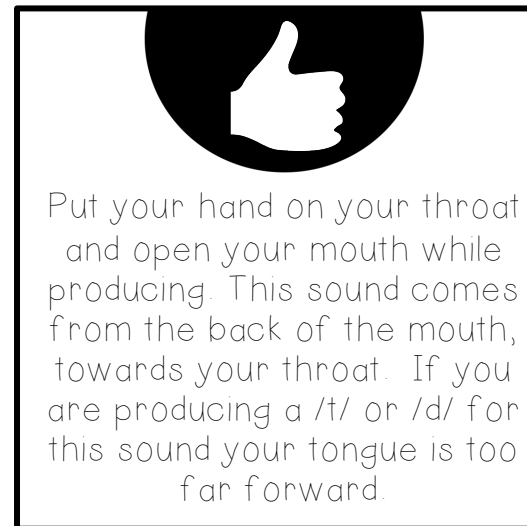
## VISUAL CUE



## AUDITORY CUE



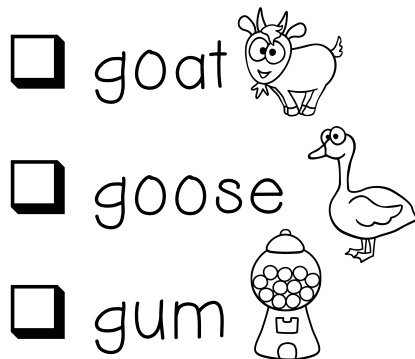
## TACTILE CUE



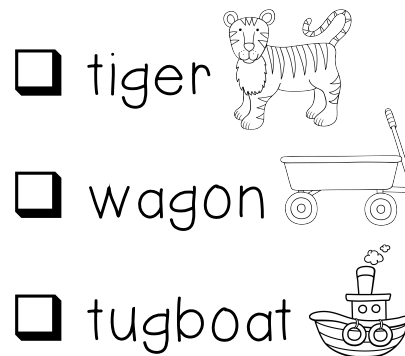
## WAYS TO PRACTICE

- ☐ Isolation Level: "/g, g, g/"
- ☐ Syllable Level: "Go, guy, gah"
- ☐ Word Level: "gum"
- ☐ Phrase Level: "good gum"
- ☐ Sentence Level: "I chew some good gum."
- ☐ Reading Level
- ☐ Conversation Level

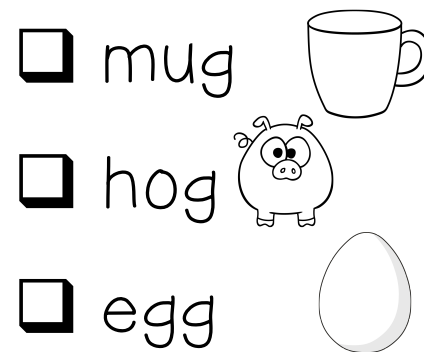
## INITIAL



## MEDIAL

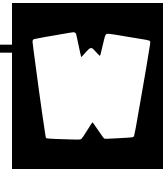


## FINAL



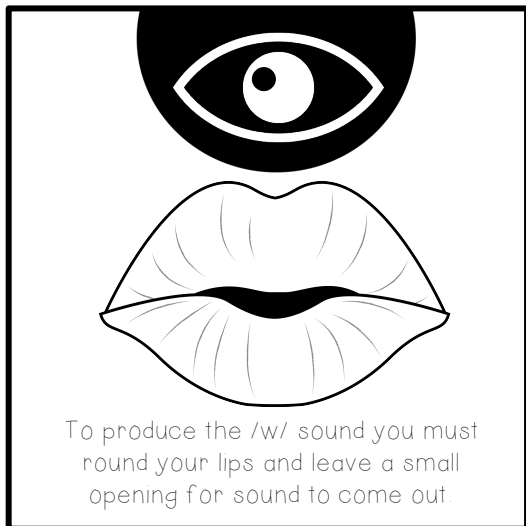


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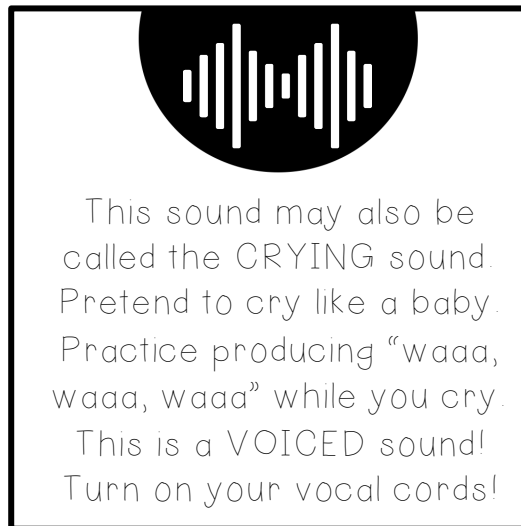


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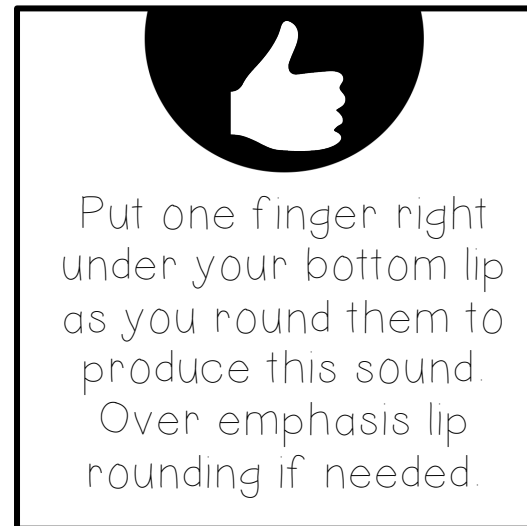
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

- ☐ Isolation Level: "/w, w, w/"
- ☐ Syllable Level: "We, why"
- ☐ Word Level: "wave"
- ☐ Phrase Level: "we wave"
- ☐ Sentence Level: "I saw him wave."
- ☐ Reading Level
- ☐ Conversation Level

## INITIAL

- ☐ win
- ☐ wet
- ☐ wag

## INITIAL

- ☐ one
- ☐ wave
- ☐ web

## INITIAL

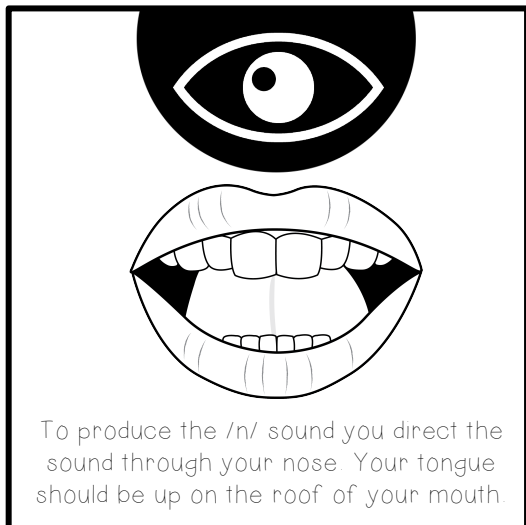
- ☐ wood
- ☐ wheel
- ☐ whale

# ARTICULATION HOME PRACTICE

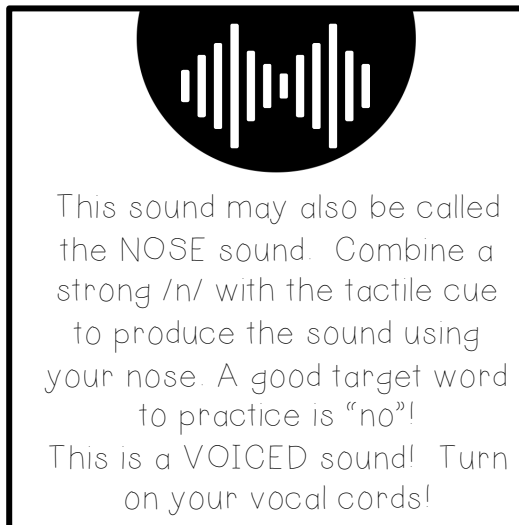


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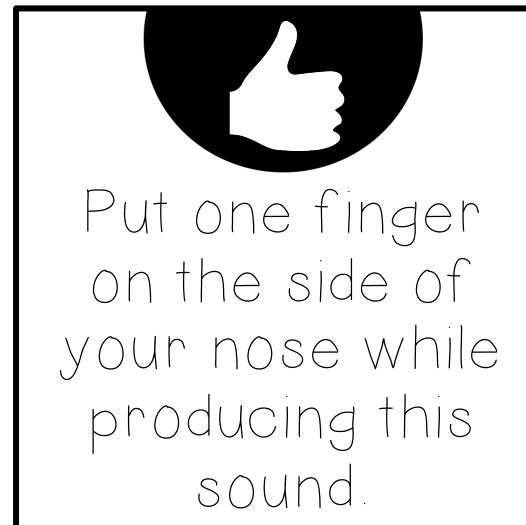
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

- ☐ Isolation Level: "/n, n, n/
- ☐ Syllable Level: "ne, naw, no"
- ☐ Word Level: "nails"
- ☐ Phrase Level: "no nails"
- ☐ Sentence Level: "The sign said no nails."
- ☐ Reading Level
- ☐ Conversation Level

## INITIAL

- ☐ nail
- ☐ net
- ☐ no

## MEDIAL

- ☐ window
- ☐ donut
- ☐ banana

## FINAL

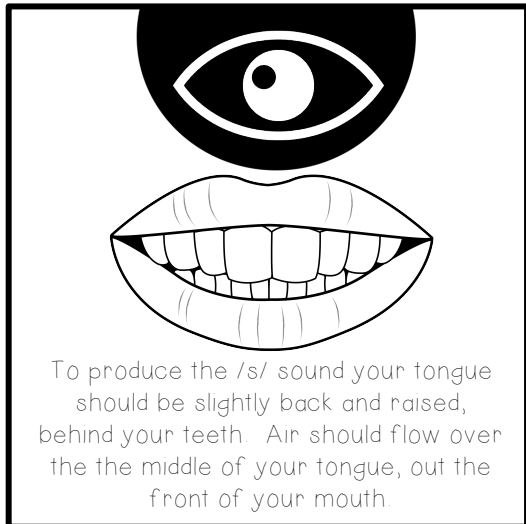
- ☐ pen
- ☐ pin
- ☐ mane

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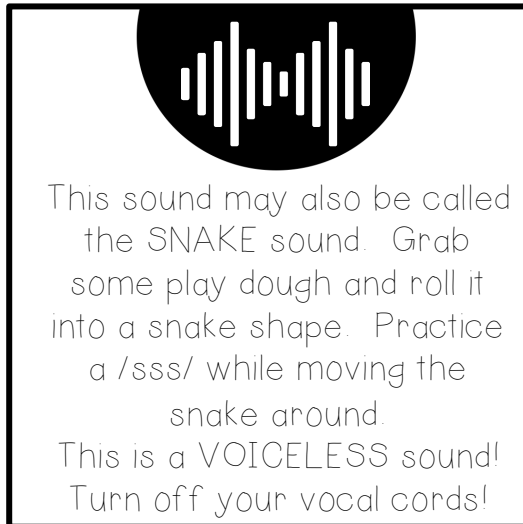


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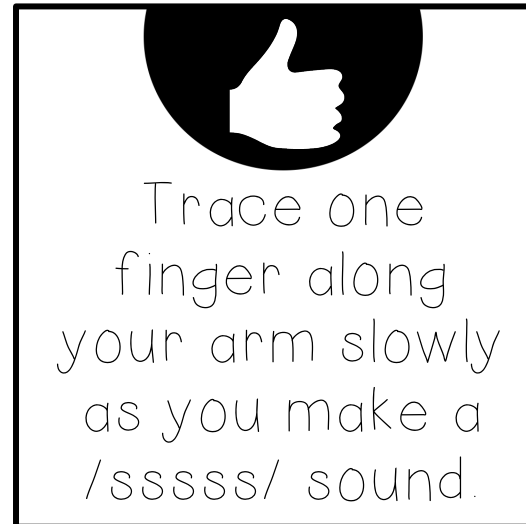
## VISUAL CUE



## AUDITORY CUE






## TACTILE CUE




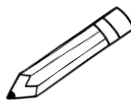

## WAYS TO PRACTICE

- ☐ Isolation Level: "/s, s, s/"
- ☐ Syllable Level: "see, so, say"
- ☐ Word Level: "sock"
- ☐ Phrase Level: "some socks"
- ☐ Sentence Level: "I found some socks."
- ☐ Reading Level
- ☐ Conversation Level



## INITIAL

- ☐ sail 
- ☐ sun 
- ☐ sad 

## MEDIAL

- ☐ baseball 
- ☐ pencil 
- ☐ glasses 

## FINAL

- ☐ mice 
- ☐ vase 
- ☐ dice 

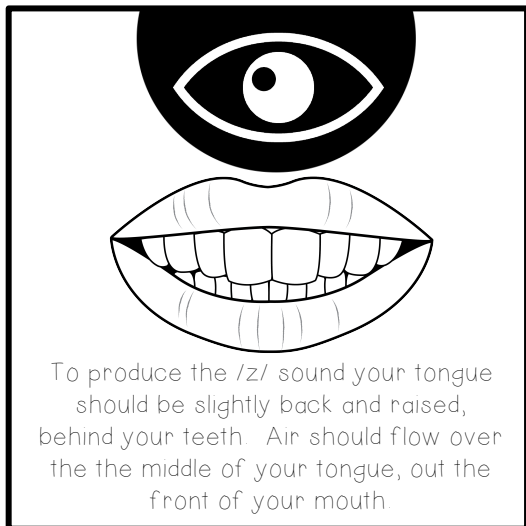


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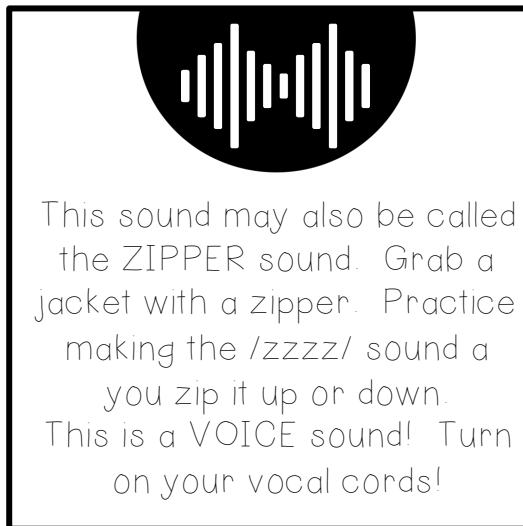


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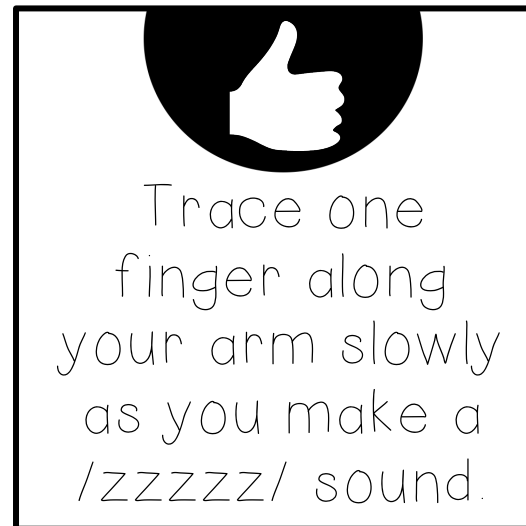
## VISUAL CUE



## AUDITORY CUE



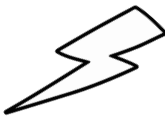

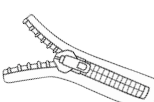
## TACTILE CUE






## WAYS TO PRACTICE

- ☐ 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

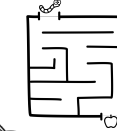

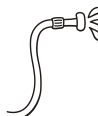
## INITIAL

- ☐ zap 
- ☐ zoo 
- ☐ zip 

## MEDIAL

- ☐ daisy 
- ☐ lizard 
- ☐ puzzle 

## FINAL

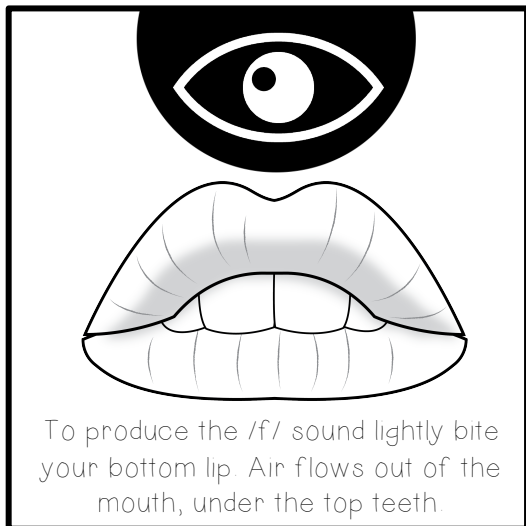
- ☐ maze 
- ☐ keys 
- ☐ hose 

# ARTICULATION HOME PRACTICE

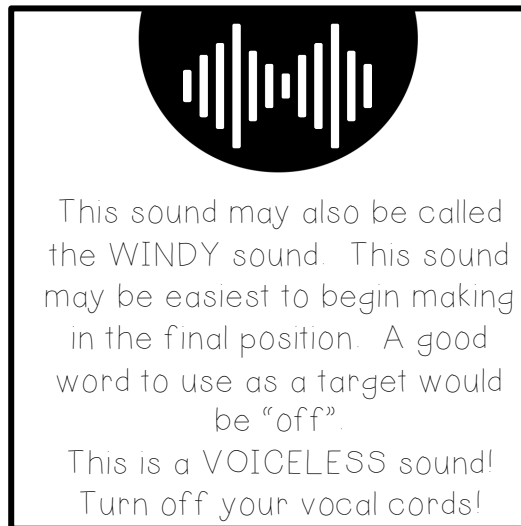


Working on your speech sound every day is the best way to improve! Here are some tips and tricks for correct sound production of your targeted sound as well as some words to practice.

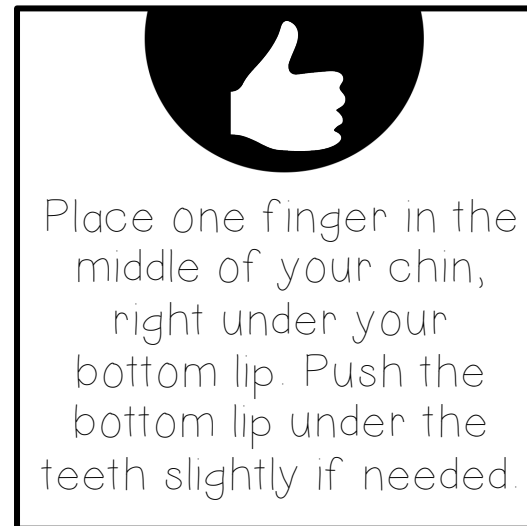
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

### INITIAL



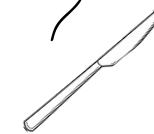
### MEDIAL

### FINAL

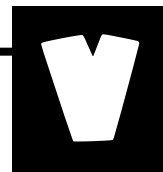
- ☐ Isolation Level: "/f, f, f/"
- ☐ Syllable Level: "fee, fi, fo"
- ☐ Word Level: "feet"
- ☐ Phrase Level: "four feet"
- ☐ Sentence Level: "I counted four feet."
- ☐ Reading Level
- ☐ Conversation Level

- ☐ fin 
- ☐ fat 
- ☐ fog 

- ☐ dolphin 
- ☐ gopher 
- ☐ trophy 

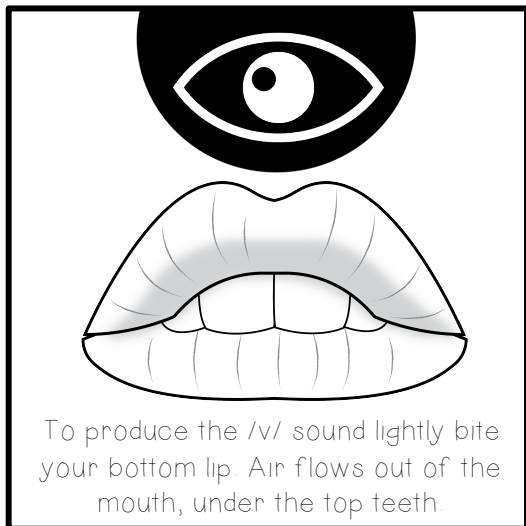
- ☐ leaf 
- ☐ cliff 
- ☐ knife 

# ARTICULATION HOME PRACTICE

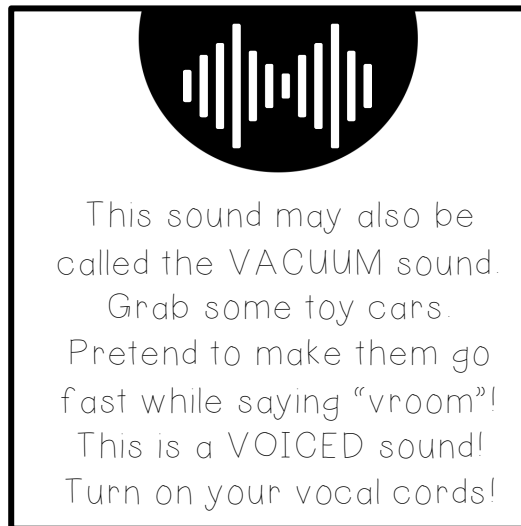


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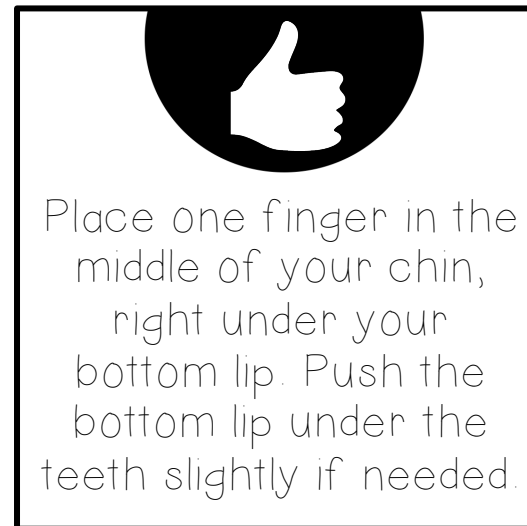
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE




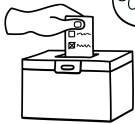

## WAYS TO PRACTICE


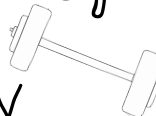

### INITIAL




### MEDIAL

### FINAL

- ☐ Isolation Level: "/v, v, v/"
- ☐ Syllable Level: "vee, vah, vo"
- ☐ Word Level: "van"
- ☐ Phrase Level: "fast van"
- ☐ Sentence Level: "I saw a fast van."
- ☐ Reading Level
- ☐ Conversation Level

- ☐ vase 
- ☐ vote 
- ☐ vest 

- ☐ clover 
- ☐ heavy 
- ☐ seven 

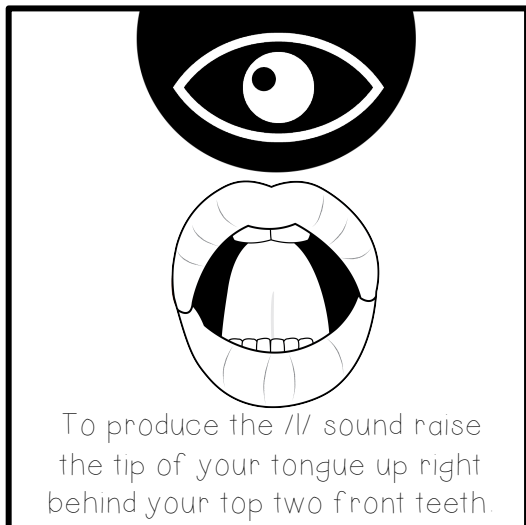
- ☐ wave 
- ☐ five 
- ☐ glove 



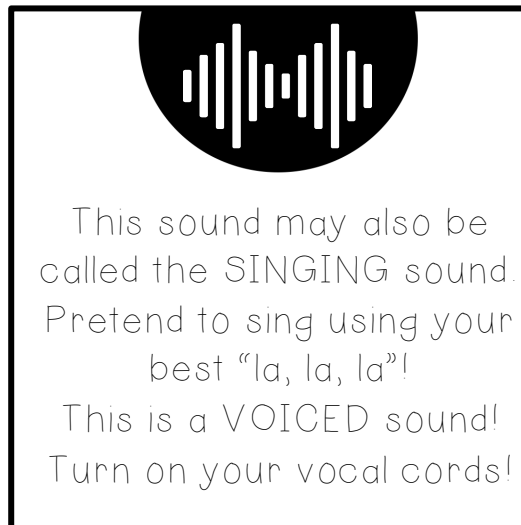
# ARTICULATION HOME PRACTICE

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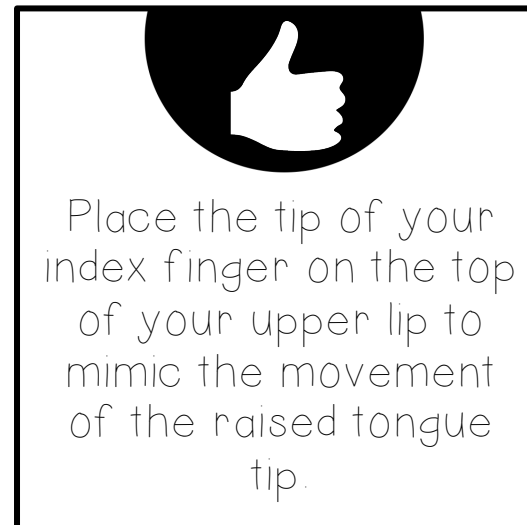
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

- ☐ Isolation Level: "/l, l, l/"
- ☐ Syllable Level: "low, lay, lie"
- ☐ Word Level: "look"
- ☐ Phrase Level: "look left"
- ☐ Sentence Level: "He said to look left"
- ☐ Reading Level
- ☐ Conversation Level

## INITIAL

☐ lake



☐ light



☐ lemon



## MEDIAL

☐ pillow



☐ tulip



☐ lollipop



## FINAL

☐ hole



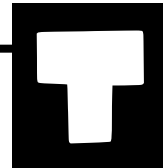
☐ small



☐ smile

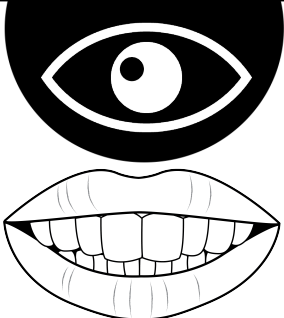


# ARTICULATION HOME PRACTICE




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

## 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 CUE



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


## WAYS TO PRACTICE


### INITIAL

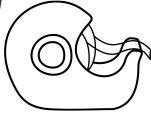
### MEDIAL


### FINAL


- ☐ Isolation Level: "/t, t, t/""
- ☐ Syllable Level: "tie, toe, tee"
- ☐ Word Level: "tube"
- ☐ Phrase Level: "two tubes"
- ☐ Sentence Level: "I bought two tubes of toothpaste."
- ☐ Reading Level
- ☐ Conversation Level

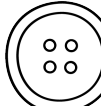
☐ tea 

☐ tie 

☐ tape 

☐ bottle 

☐ kitten 

☐ button 

☐ bat 

☐ bite 

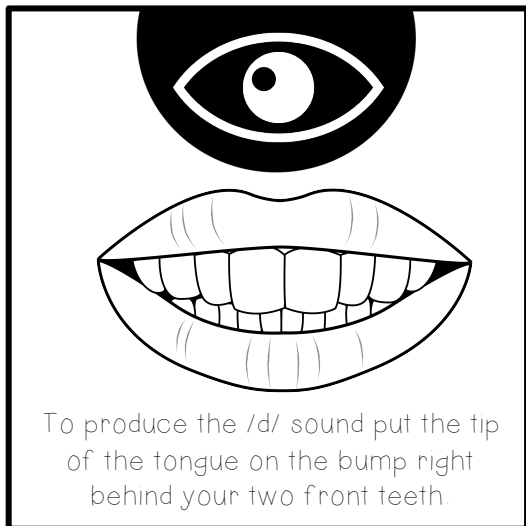
☐ note 

# ARTICULATION HOME PRACTICE



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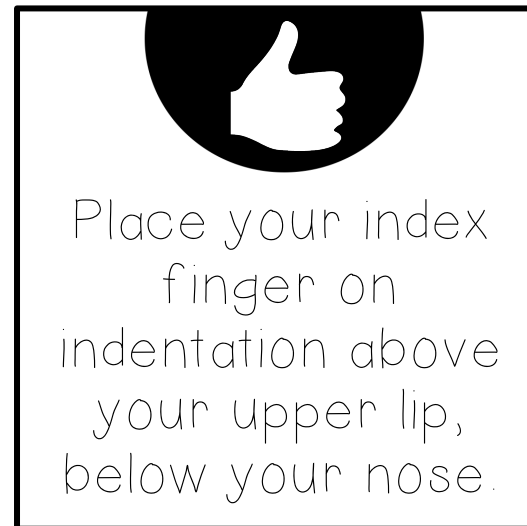
## VISUAL CUE



## AUDITORY CUE



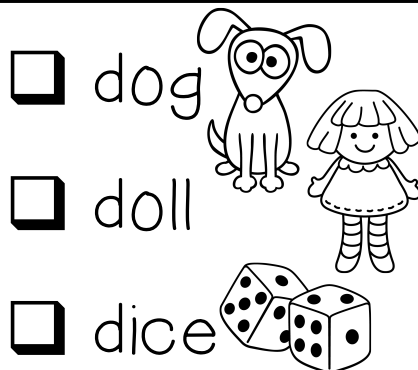
## TACTILE CUE



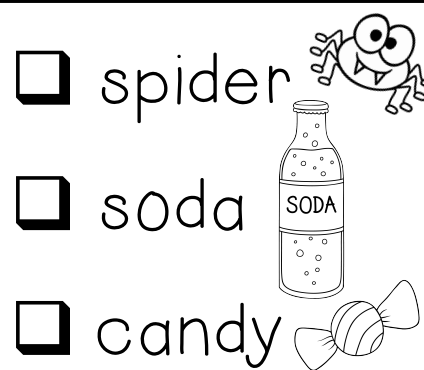
## WAYS TO PRACTICE

- ☐ Isolation Level: "/d, d, d/"
- ☐ Syllable Level: "dee, day, die"
- ☐ Word Level: "dog"
- ☐ Phrase Level: "dug deep"
- ☐ Sentence Level: "He dug a deep hole."
- ☐ Reading Level
- ☐ Conversation Level

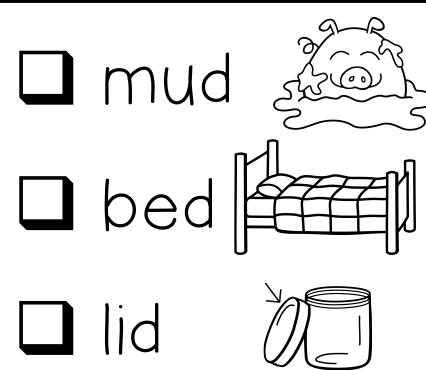
## INITIAL



## MEDIAL



## FINAL

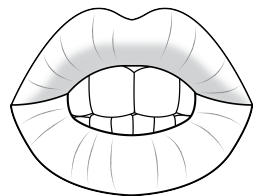
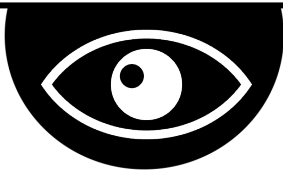


# ARTICULATION HOME PRACTICE

**SH**

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 /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 CUE



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

## 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




## INITIAL

- ☐ ship 
- ☐ shell 
- ☐ shop 

## MEDIAL

- ☐ trash can 
- ☐ bookshelf 
- ☐ seashell 

## FINAL

- ☐ cash 
- ☐ fish 
- ☐ wash 

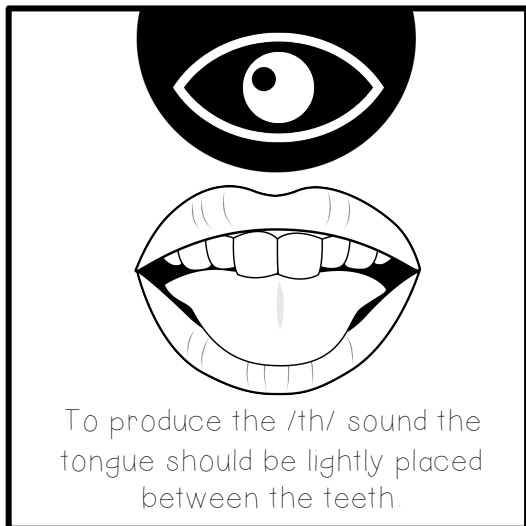


# ARTICULATION HOME PRACTICE

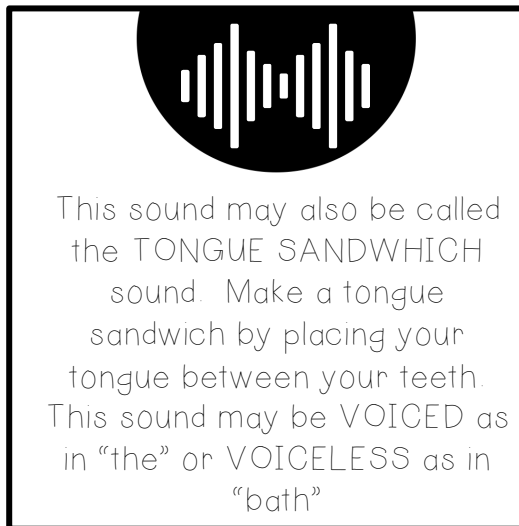
TH

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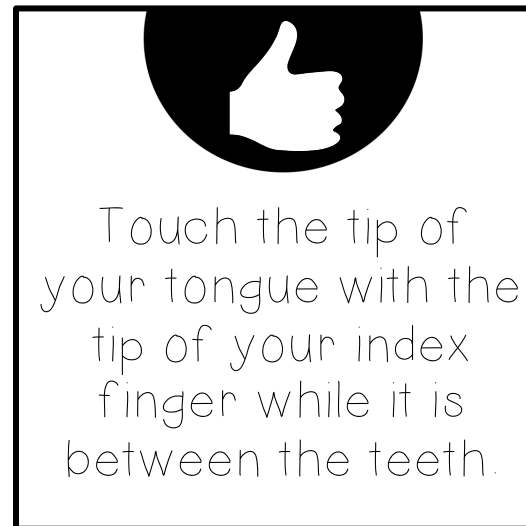
## VISUAL CUE



## AUDITORY CUE





## TACTILE CUE



## WAYS TO PRACTICE

- ☐ Isolation Level: "/th, th, th/
- ☐ Syllable Level: "thy, thaw"
- ☐ Word Level: "think"
- ☐ Phrase Level: "think thin"
- ☐ Sentence Level: "I think the pencil is thin."
- ☐ Reading Level
- ☐ Conversation Level



## INITIAL

- ☐ thief 
- ☐ thorn 
- ☐ thumb 

## MEDIAL

- ☐ weather 
- ☐ birthday 
- ☐ bathtub 

## FINAL

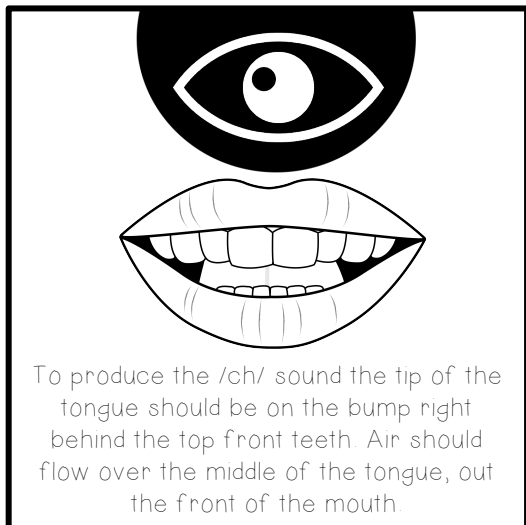
- ☐ Earth 
- ☐ mouth 
- ☐ bath 

# ARTICULATION HOME PRACTICE

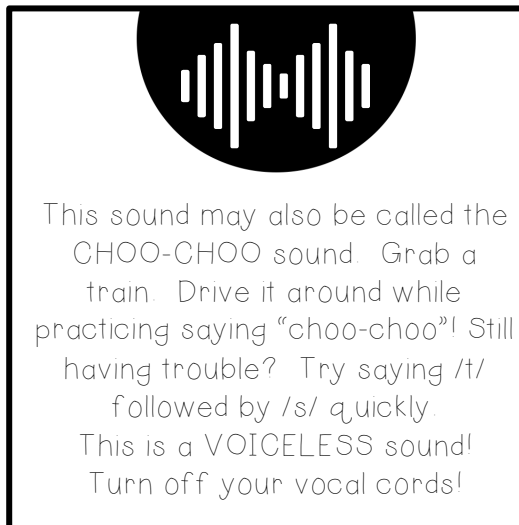
**CH**

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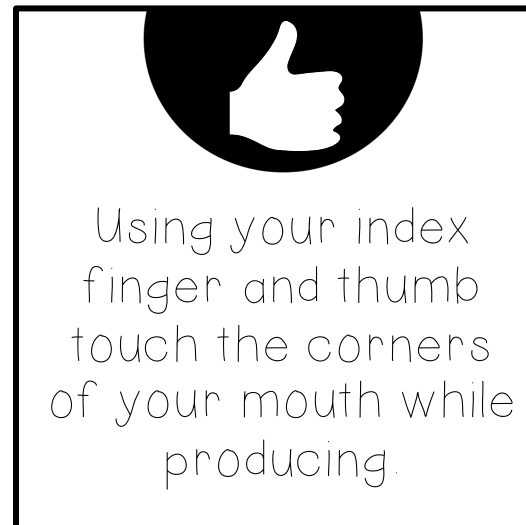
## VISUAL CUE



## AUDITORY CUE




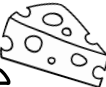

## TACTILE CUE






## WAYS TO PRACTICE

- ☐ Isolation Level: "/ch, ch, ch/"
- ☐ Syllable Level: "che, chi"
- ☐ Word Level: "cheese"
- ☐ Phrase Level: "chew cheese"
- ☐ Sentence Level: "I ate some chewy cheese."
- ☐ Reading Level
- ☐ Conversation Level



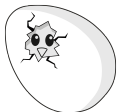
## INITIAL

- ☐ chair 
- ☐ cheese 
- ☐ chick 

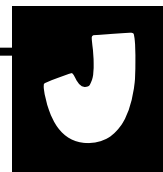
## MEDIAL

- ☐ beachball 
- ☐ pitcher 
- ☐ lunchbox 

## FINAL

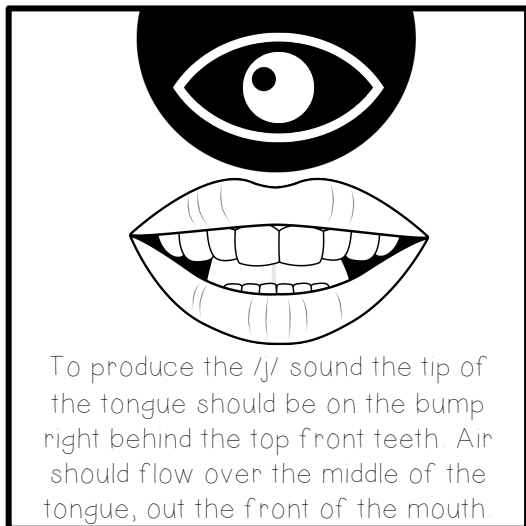
- ☐ church 
- ☐ peach 
- ☐ hatch 

# ARTICULATION HOME PRACTICE

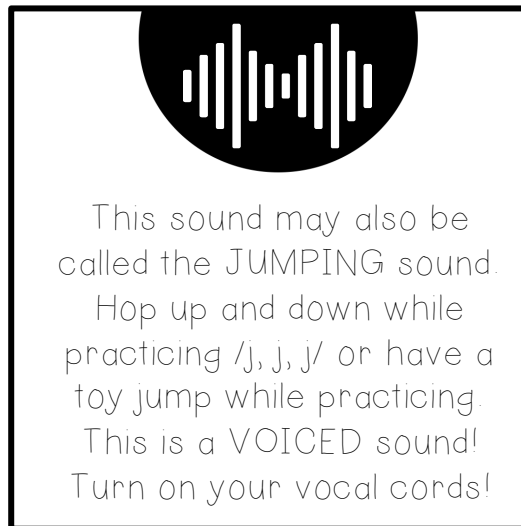


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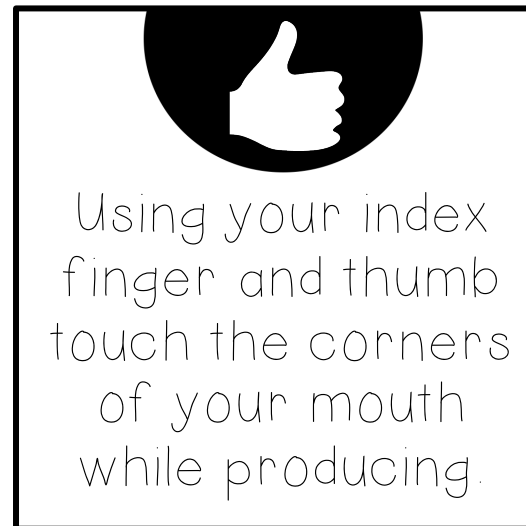
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

### INITIAL

### MEDIAL

### FINAL

- ☐ 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
- ☐ jump

- ☐ ginger
- ☐ soldier
- ☐ pajamas

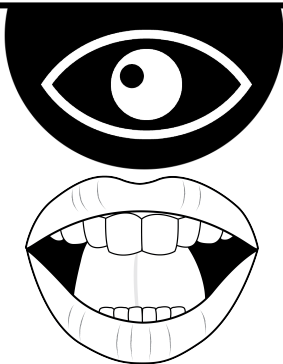
- ☐ sponge
- ☐ orange
- ☐ luggage

# ARTICULATION HOME PRACTICE

**R**

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.

## 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 CUE



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

## WAYS TO PRACTICE

### INITIAL

### MEDIAL

### FINAL

- ☐ Isolation Level: "/r, r, r/"
- ☐ Syllable Level: "ray, row, ri"
- ☐ Word Level: "rug"
- ☐ Phrase Level: "red rug"
- ☐ Sentence Level: "He has a red rug"
- ☐ Reading Level
- ☐ Conversation Level

☐ rain 

☐ rat 

☐ rug 

☐ carrot 

☐ zero 

☐ arrow 

☐ car 

☐ jar 

☐ star 

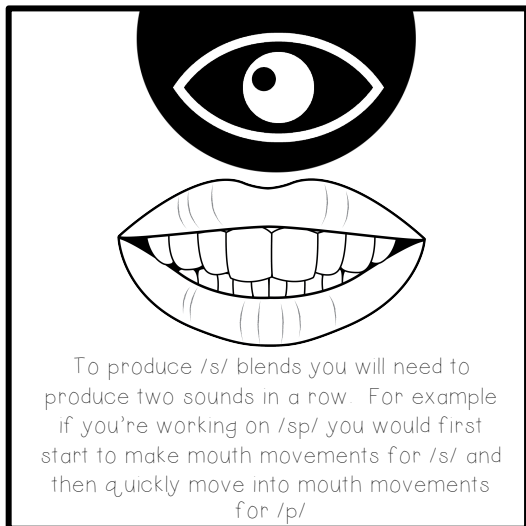


# ARTICULATION HOME PRACTICE

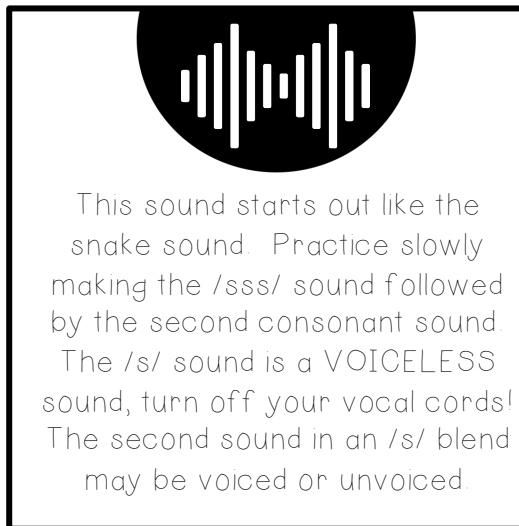


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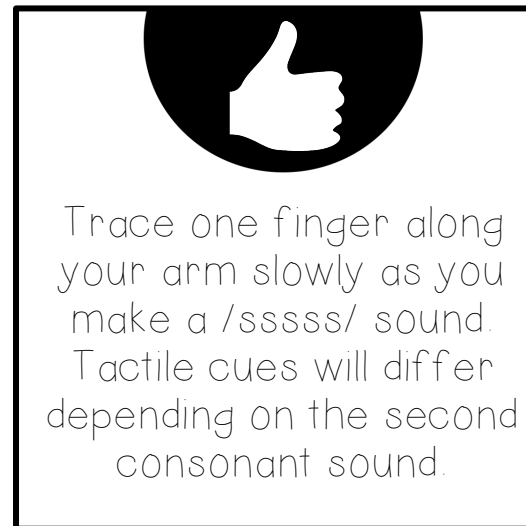
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

### SP

### SK

### SM

### ST

### SW

### SN

- ☐ Isolation Level: "sk, sn, sp"
- ☐ Syllable Level: "ski, sky, spy"
- ☐ Word Level: "spy"
- ☐ Phrase Level: "sneaky spy"
- ☐ Sentence Level: "He is a sneaky spy"
- ☐ Reading Level
- ☐ Conversation Level

☐ spy

☐ spider

☐ speak

☐ spot

☐ spill

☐ ski

☐ skip

☐ scale

☐ scrap

☐ sky

☐ small

☐ smile

☐ smell

☐ smart

☐ smoke

☐ stop

☐ stay

☐ stamp

☐ stool

☐ star

☐ swan

☐ sweet

☐ swing

☐ swat

☐ swipe

☐ snail

☐ snake

☐ snip

☐ snore

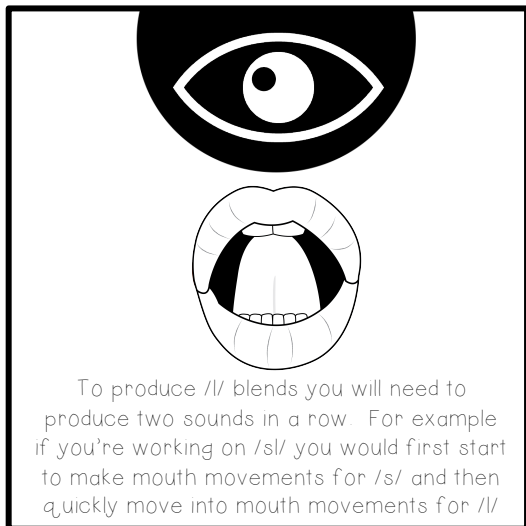
☐ snot

# ARTICULATION HOME PRACTICE

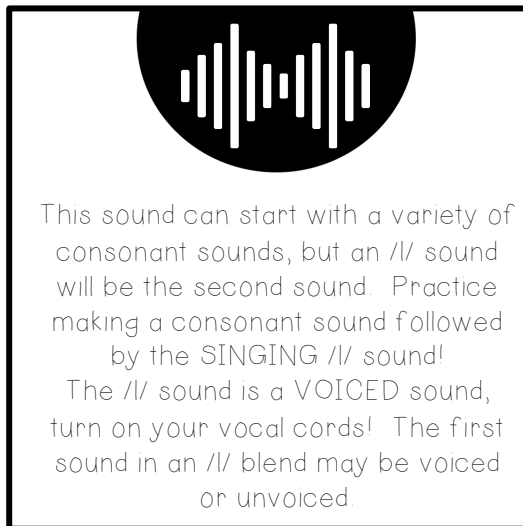


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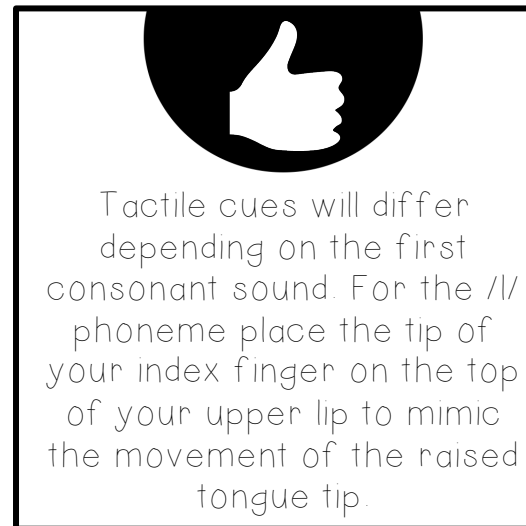
## VISUAL CUE



## AUDITORY CUE



## TACTILE CUE



## WAYS TO PRACTICE

### BL

### GL

### CL

### PL

### FL

### SL

- ☐ Isolation Level: "bl, cl, gl"
- ☐ Syllable Level: "blue, glow"
- ☐ Word Level: "clock"
- ☐ Phrase Level: "blue clock"
- ☐ Sentence Level: "I have a blue clock."
- ☐ Reading Level
- ☐ Conversation Level

- ☐ blue
- ☐ blood
- ☐ black
- ☐ block
- ☐ blink

- ☐ globe
- ☐ glow
- ☐ glue
- ☐ glass
- ☐ glove

- ☐ club
- ☐ clock
- ☐ cliff
- ☐ clap
- ☐ clip

- ☐ plane
- ☐ plate
- ☐ plug
- ☐ plan
- ☐ plaid

- ☐ fly
- ☐ flag
- ☐ flip
- ☐ flop
- ☐ flood

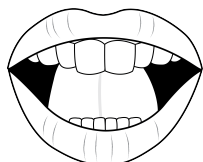
- ☐ sled
- ☐ sleep
- ☐ slime
- ☐ slim
- ☐ slip

# ARTICULATION HOME PRACTICE



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 /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 for /r/

## AUDITORY 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 CUE



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.

## WAYS TO PRACTICE

### DR

### BR

### CR

### GR

### PR

### TR

- ☐ Isolation Level: "pr, br, dr"
- ☐ Syllable Level: "pray, dry"
- ☐ Word Level: "frog"
- ☐ Phrase Level: "green frog"
- ☐ Sentence Level: "I saw a green frog."
- ☐ Reading Level
- ☐ Conversation Level

☐ dry

☐ drop

☐ drip

☐ drum

☐ drag

☐ bright

☐ brag

☐ bring

☐ bread

☐ brad

☐ crab

☐ creek

☐ crate

☐ crack

☐ creep

☐ grab

☐ grim

☐ green

☐ grin

☐ grind

☐ prom

☐ price

☐ prop

☐ pretty

☐ print

☐ truck

☐ trail

☐ train

☐ tree

☐ 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
<b>3</b>	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
<b>4</b>	y, t, th (voiced), tw, kw	g
<b>5</b>	l (initial), f (final), v, l-blends	y, th (voiced), f (final), v, tw, kw
<b>6</b>	th (voiceless), sh, ch, j, l (final)	l (initial), l-blends
<b>7</b>	s, z, ng, s-blends	th (voiced), sh, ch, j, l (final), s, z, ng, s-blends
<b>8</b>	r, -er, r-blends	th (voiceless), r, -er, r-blends
<b>9</b>	triple r-blends	triple r-blends

# SPEECH THERAPY NOTE

Your child is working on  
the \_\_\_\_\_  
phoneme (s) at the level of:

- ☐ isolation
- ☐ words
- ☐ phrases
- ☐ sentences
- ☐ reading
- ☐ conversation

Your child's accuracy rate was  
\_\_\_\_\_ % in  
\_\_\_\_\_

Cues needed:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> minimal  | <input type="checkbox"/> auditory |
| <input type="checkbox"/> moderate | <input type="checkbox"/> visual   |
| <input type="checkbox"/> maximum  | <input type="checkbox"/> tactile  |

For homework, please  
practice these words or  
phrases:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Practice Recommendations:

- ☐ Homework handout
- ☐ Flashcard practice
- ☐ Reading practice
- ☐ Conversation practice



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