

Thank you!



I truly hope that you and your students love this resource! If you have any questions or concerns, feel free to email me at [Jennifer@SpeechTherapyPlans.com](mailto:Jennifer@SpeechTherapyPlans.com)

Do you want to spend less time working?

I want to help you reclaim your time and sanity, help your students with engaging therapy and go home at the end of the day proud of what you accomplished! That's why I created the Speech Therapy Plans website.

[Click here to learn more >>>](#)

**BONUS:** As a thank you for your purchase, use the **coupon code TPTFollower** for 20% off the monthly or annual price!

Speech Therapy Plans to the rescue!! It has saved me so much time in the planning process and I am forever grateful for the creativity it brings to my therapy sessions. My students love our sessions and feel so much more engaged. I have seen a lot of growth for my students with their speech and language goals.



**Laura S.**  
SLP from Texas

## Directions & Index

### Directions

1. Print the Parent Note along with any homework page.
2. Send home with your students.

\* When students bring back one of their squares, I usually give them a sticker. You can come up with your own way of motivating your students to bring the completed squares back to school.

### Index

- |                       |                  |        |
|-----------------------|------------------|--------|
| 1. Terms of Use       | 12. CH           | 23. KR |
| 2. Index & Directions | 13. Voiceless TH | 24. PL |
| 3. Parent Note        | 14. SH           | 25. PR |
| 4. /k/                | 15. BL           | 26. SK |
| 5. /f/                | 16. BR           | 27. SL |
| 6. /g/                | 17. DR           | 28. SM |
| 7. /l/                | 18. FL           | 29. SN |
| 8. /r/                | 19. FR           | 30. SP |
| 9. /s/                | 20. GL           | 31. ST |
| 10. /v/               | 21. GR           | 32. SW |
| 11. /z/               | 22. KL           | 33. TR |

Dear Parent(s)/Guardian(s),

I am currently working with your child on their articulation. It is so important that you also work with your child at home. Children who continue to practice their sounds at home (and not just in the speech room) tend to make more progress. In order to help you and your child practice, I am sending home this homework page.

### **Here's how it works:**

- 1) Hang the homework page in a prominent spot in your home. For example, the refrigerator or your child's bedroom door.
- 2) Start with Phase I and complete the directions. Each time, your child completes the directions on the page, he/she can check off one of the boxes.
- 3) Once all the boxes in Phase I are checked off, cut out that square and send it back to school (I want to see your child's progress)!
- 4) Continue this process until your child completes all 7 phases

### **Important Notes**

- Continue to practice the current phase until your child makes less than 2 mistakes (even if all the boxes are checked).
- Once your child can CONSISTENTLY complete the entire phase with less than 2 mistakes, you can cut out that phase.
- Make a goal of doing this homework 3-4 times per week. Try to check off all 16 boxes within 1 month! It should only take around 5 minutes, but every little bit helps!

Thank you for your help!

Sincerely,

### /k/ Sound

To make the k sound, touch the back of your tongue to the roof of your mouth, while keeping your mouth open.

Start at phase I. Complete all the tasks in the phase and check one box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Make the k sound 5X.
2. If produced correctly, say the following syllables 3X each.  
ka (cop), kae (cape), ka (cap), kee (keep), ke (kept), ki (kid), kie (kite), ko (coat), ku (cup), kue (coop)


### Phase 2

1. Say each syllable 2X.  
ka (cop), kae (cape), ka (cap), kee (keep), ke (kept), ki (kid), kie (kite), ko (coat), ku (cup), kue (coop)
2. If produced correctly, say the following words 3X each.  
cop, cape, cap, keep, kept, kid, kite, coat, cup, coop


### Phase 3

1. Say each word 2X.  
cop, cape, cap, keep, kept, kid, kite, coat, cup, coop
2. If produced correctly, say the following words 3X each.  
camera, candy, carpenter, ketchup, courage, kangaroo, cookbook, keyboard, cooler


### Phase 4

1. Say each word 2X.  
camera, candy, carpenter, ketchup, courage, kangaroo, cookbook, keyboard, cooler
2. If produced correctly, say the following phrases 2X each.  
a camera, my candy, the carpenter, some ketchup, the courage, his cape, her cookbook, my kite, the keyboard, a cooler, the coat


### Phase 5

1. Say each phrase 2X.  
a camera, my candy, the carpenter, some ketchup, the courage, his cape, her cookbook, my kite, the keyboard, a cooler, the coat
2. If produced correctly, say the following phrases 2X each.  
the black comb, he eats cauliflower to be correct, likes to color, love the kitten, has a keyboard, a lot of coins, a brown kangaroo


### Phase 6

1. Say each phrase 2X.  
the black comb, he eats cauliflower, to be correct, likes to color, love the kitten, has a keyboard, a lot of coins, a brown kangaroo
2. If produced correctly, say the following 2X each.  
He lives in this country. I used the cutting board. She likes to watch cartoons. The desert has cacti. They were having a conversation. He wore a red cape.


### Phase 7

1. Say each sentence 2X.  
He lives in this country. I used the cutting board. She likes to watch cartoons. The desert has cacti. They were having a conversation. He wore a red cape.
2. Listen to your k sounds throughout the day. Correct your k sounds 3X today.


# /f/ Sound

Say f sound by placing your top teeth on your bottom lip and blow.

Start at phase I. Each time you complete the tasks, check one box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

## Phase 1

1. Make the /f/ sound 5X.
2. If produced correctly, say the following syllables 3X each.  
fa (fox), fae (fake), fa (fact), fee (feet), fe (fell), fi (fit), fie (fight), fo (phone), fu (fun)


## Phase 2

1. Say each syllable 2X.  
fa (fox), fae (fake), fa (fact), fee (feet), fe (fell), fi (fit), fie (fight), fo (phone), fu (fun)
2. If produced correctly, say the following words 3X each.  
fox, fake, fact, feet, fell, fit, fight, phone, fun


## Phase 3

1. Say each word 2X.  
fox, fake, fact, feet, fell, fit, fight, phone, fun
2. If produced correctly, say the following words 3X each.  
father, famous, fatten, feelings, feather, filling, firefly, foamy, fudgy


## Phase 4

1. Say each word 2X.  
father, famous, fatten, feelings, feather, filling, firefly, foamy, fudgy
2. If produced correctly, say the following phrases 2X each.  
a farmer, my failure, the factory, one feature, it's filling, the fishing, my final, the furniture, a photo, bright firefly


## Phase 5

1. Say each phrase 2X.  
a farmer, my failure, the factory, one feature, it's filling, the fishing, my final, the furniture, a photo, bright firefly
2. If produced correctly, say the following phrases 2X each.  
the big fountain, the fancy dress, he is faking, hurt my finger, off the faucet, see a fireman, is a flower, my hot forehead


## Phase 6

1. Say each phrase 2X.  
the big fountain, the fancy dress, he is faking, hurt my finger, off the faucet, see a fireman, is a flower, my hot forehead
2. If produced correctly, say the following 2X each.  
He is my father. I want to be famous. That is my biggest failure. The chicken is fat. She hurt my feelings. I found a cool feather. The pie's filling was amazing. There were so many fireflies.


## Phase 7

1. Say each sentence 2X.  
He is my father. I want to be famous. That is my biggest failure. The chicken is fat. She hurt my feelings. I found a cool feather. The pie's filling was amazing. There were so many fireflies.
2. Listen to your /f/ sounds throughout the day. Correct your /f/ sounds 3X today.


### /g/ Sound

Say the g sound by touching the back of your tongue to the roof of your mouth, while keeping your mouth open (teeth and lips don't touch). Turn on your voice (feel your neck to make sure your vocal cords are moving)

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Make the g sound 5X.
2. If produced correctly, say the following syllables 3X each.  
gae (game), ga (gap), gee (geese), ge (guess), gi (gill), gie (guy), go (ghost), gu (Gus), gue (goose)


### Phase 2

1. Say each syllable 2X.  
gae (game), gap (gap), gee (geese), ge (guess), gi (gill), gie (guy), go (ghost), gu (Gus), gue (goose)
2. If produced correctly, say the following words 3X each.  
game, gap, geese, guess, gill, guy, ghost, Gus, goose


### Phase 3

1. Say each word 2X.  
game, gap, geese, guess, gill, guy, ghost, Gus, goose
2. If produced correctly, say the following words 3X each.  
gallery, garage, giving, going, goggles, guidance, gaping


### Phase 4

1. Say each word 2X.  
gallery, garage, giving, going, goggles, guidance, gaping
2. If produced correctly, say the following phrases 2X each.  
a gallery, the garage, I'm giving, he's going, red goggles, my guidance, the gaping


### Phase 5

1. Say each phrase 2X.  
a gallery, the garage, I'm giving, he's going, red goggles, my guidance, the gaping
2. If produced correctly, say the following phrases 2X.  
in the garden, is very guilty, like the gifts, in a gallon, he is going, see the goblins played the game, has to guess


### Phase 6

1. Say each phrase 2X.  
in the garden, is very guilty, like the gifts, in a gallon, he is going, see the goblins, played the game, has to guess
2. If produced correctly, say the following 2X each.
3. He wants to go home. The girl had a lot of garlic. The milk came in a gallon. They needed some guidance. I am a good student. She went to the gathering.


### Phase 7

1. Say each sentence 2X.  
He wants to go home. The girl had a lot of garlic. The milk came in a gallon. They needed some guidance. I am a good student. She went to the gathering.
2. Listen to your /g/ sounds throughout the day. Correct your /g/ sounds 3X today.


### /l/ Sound

Say the l sound by touching your tongue to the front, top ridge inside your mouth and turning your voice 'on'.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Make the /l/ sound 5X.
2. If produced correctly, say the following syllables 3X each.  
lae (lane), law (long), la (lap), lee (lean), le (left), lie (line), li (lip), lo (loaf), lo (lot), lue (loom), lu (love)


### Phase 2

1. Say each syllable 2X.  
lae (lane), law (long), la (lap), lee (lean), le (left), lie (line), li (lip), lo (loaf), lue (loom), lu (love)
2. If produced correctly, say the following words 3X each.  
lane, long, lap, lean, left, line, lip, loaf, loom, love


### Phase 3

1. Say each word 2X.  
lane, long, lap, lean, left, line, lip, loaf, loom, love
2. If produced correctly, say the following words 3X each.  
ladder, lady, laundry, leader, lemon, lightning, listen, lotion, loving


### Phase 4

1. Say each word 2X.  
ladder, lady, laundry, leader, lemon, lightning, listen, lotion, loving
2. If produced correctly, say the following phrases 2X each.  
a ladder, the lady, my laundry, your leader, some lemon, it's lightning, I listen, her lotion, he's loving


### Phase 5

1. Say each phrase 2X.  
a ladder, the lady, my laundry, your leader, some lemon, it's lightning, I listen, her lotion, he's loving
2. If produced correctly, say the following phrases 2X each.  
had a lamb, saw a ladybug, will be leaving, has to listen, given a location, eat at lunchtime, wrote a letter, to a library, it is lightning


### Phase 6

1. Say each phrase 2X.  
had a lamb, saw a ladybug, will be leaving, has to listen, given a location, eat at lunchtime, wrote a letter, to a library, it is lightning
2. If produced correctly, say the following 2X each.  
He is the largest man. I need to laminate it. She will be leaving. I don't like to eat lemons. The kid was lying. Who is the lucky winner? They knew the location. The house was always locked.


### Phase 7

1. Say each sentence 2X.  
He is the largest man. I need to laminate it. She will be leaving. I don't like to eat lemons. The kid was lying. Who is the lucky winner? They knew the location. The house was always locked.
2. Listen to your /l/ sounds throughout the day. Correct your /l/ sounds 3X today.


### /r/ Sound

Say the r sound by pushing your tongue back towards the back of your mouth. Turn on your voice. Do not round your lips. \*Try smiling while saying your r's.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Make the r sound 5X.
2. If produced correctly, say the following syllables 3X each.  
rae (rain), raw (wrong), ra (rap), ree (read), re (red), rie (right), ri (rip), ro (row), ro (rot), rue (room), ru (run)


### Phase 2

1. Say each syllable 2X.  
rae (rain), raw (wrong), ra (rap), ree (read), re (red), rie (right), ri (rip), ro (row), ro (rot), rue (room), ru (run)
2. If produced correctly, say the following words 3X each.  
rain, raw, rap, read, red, right, rip, row, rot, room, run


### Phase 3

1. Say each word 2X.  
rain, raw, rap, read, red, right, rip, row, rot, room, run
2. If produced correctly, say the following words 3X each.  
rabbit, rainbow, reason, relative, ripping, writing, robot, rocket, running, ruin


### Phase 4

1. Say each word 2X.  
rabbit, rainbow, reason, relative, ripping, writing, robot, rocket, running, ruin
2. If produced correctly, say the following phrases 2X each.  
a rabbit, the rainbow, his reason, her relative, it's ripping, I'm writing, a robot, blue rocket, she's running, will ruin


### Phase 5

1. Say each phrase 2X.  
a rabbit, the rainbow, his reason, her relative, it's ripping, I'm writing, a robot, blue rocket, she's running, will ruin
2. If produced correctly, say the following phrases 2X each.  
had a raccoon, on the radio, it's a reaction, I will rescue, the blue ribbon, it smelled rotten, I am writing, it is rusty


### Phase 6

1. Say each phrase 2X.  
had a raccoon, on the radio, it's a reaction, I will rescue, the blue ribbon, it smelled rotten, I am writing, it is rusty
2. If produced correctly, say the following 2X each.  
I'm scared of rattlesnakes. She likes to recycle. She was resting. He really hurt his wrist. I should take a rest. There was a red robin. The turkey was roasted. They climbed up to the roof.


### Phase 7

1. Say each sentence 2X.  
I am scared of rattlesnakes. She likes to recycle. She was resting. He really hurt his wrist. I should take a rest. There was a red robin. The turkey was roasted. They climbed up to the roof.
2. Listen to your /r/ sounds throughout the day. Correct your /r/ sounds 3X today.


### /s/ Sound

Say the s sound by putting your teeth together, touch your tongue to your front teeth and blow air out. It should sound like a snake.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Make the s sound 5X.
2. If produced correctly, say the following syllables 3X each.  
sae (same), sa (sock), see (seem), se (set), sie (sign), so (soul), su (sun), sue (soup)


### Phase 2

1. Say each syllable 2X.  
sae (same), sa (sock), see (seem), se (set), sie (sign), so (soul), su (sun), sue (soup)
2. If produced correctly, say the following words 3X each.  
same, sock, seem, set, sign, soul, sun, soup


### Phase 3

1. Say each word 2X.  
same, sock, seem, set, sign, soul, sun, soup
2. If produced correctly, say the following words 3X each.  
saddle, safety, second, seafood, city, signing, sewing, soccer, subtract, super


### Phase 4

1. Say each word 2X.  
saddle, safety, second, seafood, city, signing, sewing, soccer, subtract, super
2. If produced correctly, say the following phrases 2X each.  
the saddle, his safety, I'm second, some seafood, a city, she's signing, my sewing, her soccer, will subtract, it's super


### Phase 5

1. Say each phrase 2X.  
the saddle, his safety, I'm second, some seafood, a city, she's signing, my sewing, her soccer, will subtract, it's super
2. If produced correctly, say the following phrases 2X each.  
the large sailboat, he is saying, I will celebrate, he eats cereal, it is silly, she is psychic, it's a soccer, that is soaking, the book's summary


### Phase 6

1. Say each phrase 2X.  
the large sailboat, he is saying, I will celebrate, he eats cereal, it is silly, she is psychic, it's a soccer, that is soaking, the book's summary
2. If produced correctly, say the following 2X each.  
He went to the ceremony. She likes to eat salad. They painted the ceiling. It was part of a cycle. I planted a sunflower. It was his senior year. Don't touch the scissors.


### Phase 7

1. Say each sentence 2X.  
He went to the ceremony. She likes to eat salad. They painted the ceiling. It was part of a cycle. I planted a sunflower. It was his senior year. Don't touch the scissors.
2. Listen to your /s/ sounds throughout the day. Correct your /s/ sounds 3X today.


# /v/ Sound

Say the v sound by placing your top teeth on your bottom lip. Make a slight vibration on your lip by turning your voice on.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

## Phase I

1. Make the V sound 5X.
2. If produced correctly, say the following syllables 3X each.  
vae (vase), va (van),  
vee (veer), ve (vest),  
vie (vine), vo (vote),  
vue (view)


## Phase 2

1. Say each syllable 2X.  
vae (vase), va (van),  
vee (veer), ve (vest),  
vie (vine), vo (vote),  
vue (view)
2. If produced correctly, say the following words 3X each.  
vase, van, veer, vest, vine,  
vote, view


## Phase 3

1. Say each word 2X.  
vase, van, veer, vest,  
vine, vote, view
2. If produced correctly, say the following words 3X each.  
vacuum, vapor, vehicle,  
velvet, visit, virus, volcano,  
viewing


## Phase 4

1. Say each word 2X.  
vacuum, vapor, vehicle, velvet,  
visit, virus, volcano, viewing
2. If produced correctly, say the following phrases 2X each.  
the varnish, they vanish, one  
vehicle, a veteran, the video,  
my violin, the volcano, it's  
viewing


## Phase 5

1. Say each phrase 2X.  
the varnish, they vanish,  
one vehicle, a veteran,  
the video, my violin,  
the volcano, it's viewing
2. If produced correctly, say the following phrases 2X each.  
the big voucher, the vampire's  
teeth, in a vacation, over the  
vault, see a visor, is a volleyball,  
he is voting, it's a victory


## Phase 6

1. Say each phrase 2X.  
the big voucher, the vampire's  
teeth, in a vacation, over the vault,  
see a visor, is a volleyball, he is  
voting,  
it's a victory
2. If produced correctly, say the following 2X each.  
I like to play volleyball. He was  
walking in the valley. There were  
vapors in the air. She drove the  
vehicle. That was poisonous venom.  
She is my favorite visitor. There  
were so many violins.


## Phase 7

1. Say each sentence 2X.  
I like to play volleyball.  
He was walking in the valley.  
There were vapors in the air.  
She drove the vehicle. That  
was poisonous venom. She is  
my favorite visitor. There  
were so many violins.
2. Listen to your /v/ sounds  
throughout the day. Correct  
your /v/ sounds 3X today.


### /z/ Sound

Say the z sound by putting your teeth together, touch your tongue to your front teeth. Vibrate your voice by turning it on. You should feel the vibrations in your voice box.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Make the z sound 5X.
2. If produced correctly, say the following syllables 3X each.  
zae (zany), za (zap), zee (zebra), ze (zest), zie (xylophone), zi (zip), zo (zone), zue (zoo)


### Phase 2

1. Say each syllable 2X.  
zae (zany), za (zap), zee (zebra), ze (zest), zie (xylophone), zi (zip), zo (zone), zue (zoo)
2. If produced correctly, say the following words 3X each.  
zany, zap, zing, zest, xylophone, zip, zone, zoo


### Phase 3

1. Say each word 2X.  
zany, zap, zing, zest, xylophone, zip, zone, zoo
2. If produced correctly, say the following words 3X each.  
Zack, zany, zealous, zebra, zigzag, zombie, zooming, zoning


### Phase 4

1. Say each word 2X.  
Zack, zany, zealous, zebra, zigzag, zombie, zooming, zoning
2. If produced correctly, say the following phrases 2X each.  
I'm Zack, he's zany, a zealous, the zebra, will zigzag, my zombie, it's zooming, some zoning


### Phase 5

1. Say each phrase 2X.  
I'm Zack, he's zany, a zealous, the zebra, will zigzag, my zombie, it's zooming, some zoning
2. If produced correctly, say the following phrases 2X each.  
it went zap, add some zest, I have zero, it's a zillion, name is Zorro, to the zoo, in the zone


### Phase 6

1. Say each phrase 2X.  
it went zap, add some zest, I have zero, it's a zillion, name is Zorro, to the zoo, in the zone
2. If produced correctly, say the following 2X each.  
He is a zoologist. She acted so zany. I saw a big zebra. The football was in the zone. The jacket had a zipper. I am scared of zombies. His name is Zack.


### Phase 7

1. Say each sentence 2X.  
He is a zoologist. She acted so zany. I saw a big zebra. The football was in the zone. The jacket had a zipper. I am scared of zombies. His name is Zack.
2. Listen to your /z/ sounds throughout the day. Correct your /z/ sounds 3X today.


### CH Sound

Say the CH sound by placing your tongue tip on the roof of your mouth (at the bumpy ridge). Hold your tongue tightly in that position and then release air quickly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Make the CH sound 5X.
2. If produced correctly, say the following syllables 3X each.  
 chae (chase), cha (chat), chee (cheat), che (check), chie (chime), chi (chip), cho (chose), cho (chop), chue (chew), chu (chuck)


### Phase 2

1. Say each syllable 2X.  
 chae (chase), cha (chat), chee (cheat), che (check), chie (chime), chi (chip), cho (chose), cho (chop), chue (chew), chu (chuck)
2. If produced correctly, say the following words 3X each.  
 chase, chat, cheat, check, chime, chip, chose, chop, chow, chuck


### Phase 3

1. Say each word 2X.  
 chase, chat, cheat, check, chime, chip, chose, chop, chow, chuck
2. If produced correctly, say the following words 3X each.  
 challenge, changing, cheaper, checkers, childish, children, chosen, choppy, choosing


### Phase 4

1. Say each word 2X.  
 challenge, changing, cheaper, checkers, childish, children, chosen, choppy, choosing
2. If produced correctly, say the following phrases 2X each.  
 the challenge, he's changing, it's cheaper, some checkers, you're childish, two children, I'm chosen, it's choppy, she's choosing


### Phase 5

1. Say each phrase 2X.  
 the challenge, he's changing, it's cheaper, some checkers, you're childish, two children, I'm chosen, it's choppy, she's choosing
2. If produced correctly, say the following phrases 2X each.  
 for the charity, they are chasing, see a cheetah, have the cherry, eat some chili, Bell is chiming, love the chocolate


### Phase 6

1. Say each phrase 2X.  
 for the charity, they are chasing, see a cheetah, have the cherry, eat some chili, Bell is chiming, love the chocolate
2. If produced correctly, say the following 2X each.  
 Please sit in the chair. I read the first chapter. He likes to eat chicken. She is good at the cello. They flew to China. That store is cheaper. The candy is chewy.


### Phase 7

1. Say each sentence 2X.  
 Please sit in the chair. I read the first chapter. He likes to eat chicken. She is good at the cello. They flew to China. That store is cheaper. The candy is chewy.
2. Listen to your CH sounds throughout the day. Correct your CH sounds 3X today.


### Voiceless TH Sound

Say the TH sound by placing your tongue between your teeth and blow air out.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Make the TH sound 5X.
2. If produced correctly, say the following syllables 3X each.  
thaw (thaw), thee (think), the (theft), thie (thigh), thi (thin), tho (thorn), thu (thunder)


### Phase 2

1. Say each syllable 2X.  
thaw (thaw), thee (think), the (theft), thie (thigh), thi (thin), tho (thorn), thu (thunder)
2. If produced correctly, say the following words 3X each.  
thaw, think, theft, thigh, thin, thorn, thunder


### Phase 3

1. Say each word 2X.  
thaw, think, theft, thigh, thin, thorn, thunder
2. If produced correctly, say the following words 3X each.  
theater, therapy, thicken, thinking, thirty, thorny, thoughtful, thumbtack


### Phase 4

1. Say each word 2X.  
theater, therapy, thicken, thinking, thirty, thorny, thoughtful, thumbtack
2. If produced correctly, say the following phrases 2X each.  
the theater, his therapist, will thicken, am thinking, I'm thirty, it's thorny, a thoughtful, sharp thumbtack


### Phase 5

1. Say each phrase 2X.  
the theater, his therapist, will thicken, am thinking, I'm thirty, it's thorny, a thoughtful, sharp thumbtack
2. If produced correctly, say the following phrases 2X each.  
it's a thousand, has a theory, on the thimble, she is thirteen, has a thermal, hear the thunder, it will thaw, have a thigh


### Phase 6

1. Say each phrase 2X.  
it's a thousand, has a theory, on the thimble, she is thirteen, has a thermal, hear the thunder, it will thaw, have a thigh
2. If produced correctly, say the following 2X each.  
The sandwich was thick. The rose was full of thorns. It will be on Thursday. I heard the thunder. She was so thoughtful. I went to the theater. Please check the thermometer.


### Phase 7

1. Say each sentence 2X.  
The sandwich was thick. The rose was full of thorns. It will be on Thursday. I heard the thunder. She was so thoughtful. I went to the theater. Please check the thermometer.
2. Listen to your TH sounds throughout the day. Correct your TH sounds 3X today.


### SH Sound

Start to say the /s/ sound. While saying the /s/ sound, pucker your lips and move your tongue back slowly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Make the SH sound 5X.
2. If produced correctly, say the following syllables 3X each.  
shae (shame), sha (shadow), shee (sheet), she (shed), shie (shy), shi (ship), sho (show), sho (shop), shue (shoe), shu (shut)


### Phase 2

1. Say each syllable 2X.  
shae (shame), sha (shadow), shee (sheet), she (shed), shie (shy), shi (ship), sho (show), sho (shop), shue (shoe), shu (shut)
2. If produced correctly, say the following words 3X each.  
shame, shadow, sheet, shed, shy, ship, show, shop, shoe, shut


### Phase 3

1. Say each word 2X.  
shame, shadow, sheet, shed, shy, ship, show, shop, shoe, shut
2. If produced correctly, say the following words 3X each.  
shampoo, shaving, shelter, shiver, shining, shopping, shoulder, sugar, shuttle


### Phase 4

1. Say each word 2X.  
shampoo, shaving, shelter, shiver, shining, shopping, shoulder, sugar, shuttle
2. If produced correctly, say the following phrases 2X each.  
the shampoo, he's shaving, a shelter, I shiver, it's shining, she's shopping, my shoulder, some sugar, blue shuttle


### Phase 5

1. Say each phrase 2X.  
the shampoo, he's shaving, a shelter, I shiver, it's shining, she's shopping, my shoulder, some sugar, blue shuttle
2. If produced correctly, say the following phrases 2X each.  
my own shampoo, live in Chicago, it is shaded, he's the sheriff, it's a shoelace, take the shortcut, in the shower, it will shutdown


### Phase 6

1. Say each phrase 2X.  
my own shampoo, live in Chicago, it is shaded, he's the sheriff, it's a shoelace, take the shortcut, in the shower, it will shutdown
2. If produced correctly, say the following 2X each.  
The lake is very shallow. I like to sit in the shade. She wanted to take a shortcut. Please sharpen the pencil.  
He wants to go shopping. It made me shiver. You need the shovel.


### Phase 7

1. Say each sentence 2X.  
The lake is very shallow. I like to sit in the shade. She wanted to take a shortcut. Please sharpen the pencil. He wants to go shopping. It made me shiver. You need the shovel.
2. Listen to your SH sounds throughout the day. Correct your SH sounds 3X today.


### BL Sound

Your child should be able to say the /b/ sound and the /l/ sound without any help. Have your child make the /b/ sound, take a pause and then say the rest of the word, making sure to pronounce the /l/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say BL 20 times. Say the /b/ sound, pause and then say the /l/ sound.
2. If the above is produced correctly, say BL 20 times, without pausing between /b/ and /l/.


### Phase 2

1. Say BL 20 times, without pausing between /b/ and /l/.
2. If the above is produced correctly, say the following words 3X each. Pause between /b/ and /l/  
b...land, b...lame, b...led, b...leed, b...lip, b...lind, b...lot, b...low, b...lunt, b...loom


### Phase 3

1. Say the following words 3X each. Pause between /b/ and /l/ sounds b...land, b...lame, b...led, b...leed, b...lip, b...lind, b...lot, b...low, b...lunt, b...loom
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
bland, blame, bled, bleed, blip, blind, blot, blow, blunt, bloom


### Phase 4

1. Say the following words, 3X each, without pausing.  
bland, blame, bled, bleed, blip, blind, blot, blow, blunt, bloom
2. If produced correctly, say the following phrases 2X each. Pause between /b/ and /l/.  
big bl...ast, hot b...laze, will b...less, tall b...leachers, bad b...lizzard, is b...lind, did b...lossom, wind b...low, red b...lood, is b...lue


### Phase 5

1. Say the following phrases 2X each. Pause between /b/ and /l/.  
big b...last, hot b...laze, will b...less, tall b...leachers, bad b...lizzard, is b...lind, did b...lossom, wind b...low, red b...lood, is b...lue
2. If produced correctly, say the following, 2X each, without pausing.  
big blast, hot blaze, will bless, tall bleachers, bad blizzard, is blind, did blossom, wind blow, red blood, is blue


### Phase 6

1. Say the following, 2X each, without pausing.  
big blast, hot blaze, will bless, tall bleachers, bad blizzard, is blind, did blossom, wind blow, red blood, is blue
2. If produced correctly, say the following, 2X each, with a pause.  
The bear was big and b...lack. Who will you b...lame? After falling, his leg b...led. The patient's outlook was b...leak. She had a big b...lister. Did you know my dad is b...lind? The player b...locked the ball. Kids love to b...low bubbles. He didn't like to see any b...lood. I love to see flowers b...loom.


### Phase 7

1. Say the following, 2X each, using a pause. The bear was big and b...lack. Who will you b...lame. After falling, his leg b...led. The patient's outlook was b...leak. She had a big b...lister. Did you know my dad is b...lind? The player b...locked the ball. Kids love to b...low bubbles. He didn't like to see any b...lood. I love to see flowers b...loom.
2. If the above is produced correctly, say the following, 2X each, without pausing.  
The bear was big and black. Who will you blame? After falling, his leg bled. The patient's outlook was bleak. She had a big blister. Did you know my dad is blind? The player blocked the ball. Kids love to blow bubbles. He didn't like to see any blood. I love to see flowers bloom.


### BR Sound

Your child should be able to say the /b/ sound and the /r/ sound without any help. Have your child make the /b/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly. Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Say B...R 20 times. Say the /b/ sound, pause and then say the /r/ sound.
2. If the above is produced correctly, say BR 20 times, without pausing between /b/ and /r/.


### Phase 2

1. Say BR 20 times, without pausing between /b/ and /r/.
2. If the above is produced correctly, say the following words 3X each. Pause between /b/ and /r/.  
b...ran, b...rake, b...reeze, b...reath, b...ridge, b...right, b...roke, b...rother, b...room


### Phase 3

1. Say the following words 3X each. Pause between /b/ and /r/ sounds.  
b...ran, b...rake, b...reeze, b...reath, b...ridge, b...right, b...roke, b...rother, b...room
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
bran, brake, breeze, breath, bridge, bright, broke, brother, broom


### Phase 4

1. Say the following words, 3X each, without pausing.  
bran, brake, breeze, breath, bridge, bright, broke, brother, broom
2. If produced correctly, say the following phrases 2X each. Pause between /b/ and /r/.  
some b...rass, my b...rain, a b...rief, bad b...reath, in B...ritain, the b...ride, green b...roccoli, it's b...roken, a b...ruise


### Phase 5

1. Say the following phrases 2X each. Pause between /b/ and /r/.  
some b...rass, my b...rain, a b...rief, bad b...reath, in B...ritain, the b...ride, green b...roccoli, it's b...roken, a b...ruise
2. If produced correctly, say the following phrases, 2X each, without pausing.  
some brass, my brain, a brief, bad breath, in Britain, the bride, green broccoli, it's broken, a bruise


### Phase 6

1. Say the following phrases, 2X each, without pausing.  
some brass, my brain, a brief, bad breath, in Britain, the bride, green broccoli, it's broken, a bruise
2. If produced correctly, say the following 2X each. Pause between /b/ and /r/ sounds.  
He forgot what b...rand it was from. She had to get b...races. He had really bad b...reath. Let's go for a b...risk walk. That lamp was so b...right. My sister doesn't like b...roccoli. Can you fix the b...roken pipe. Will you b...rush your hair? Can you get the b...roomstick?


### Phase 7

1. Say the following 2X each. Pause between /b/ and /r/ sounds.  
He forgot what b...rand it was from. She had to get b...races. He had really bad b...reath. Let's go for a b...risk walk. That lamp was so b...right. My sister doesn't like b...roccoli. Can you fix the b...roken pipe. Will you b...rush your hair? Can you get the b...roomstick?
2. If the above is produced correctly, say the following 2X, without pausing.  
He forgot what brand it was from. She had to get braces. He had really bad breath. Let's go for a brisk walk. That lamp was so bright. My sister doesn't like broccoli. Can you fix the broken pipe? Will you brush your hair? Can you get the broomstick?


### DR Sound

Your child should be able to say the /d/ sound and the /r/ sound without any help. Have your child make the /d/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say D...R 20 times. Say the /d/ sound, pause and then say the /r/ sound.
2. If the above is produced correctly, say DR 20 times, without pausing between /d/ and /r/.


### Phase 2

1. Say DR 20 times, without pausing between /d/ and /r/.
2. If the above is produced correctly, say the following words 3X each. Pause between /d/ and /r/.  
d...raft, d...rain, d...ress, d...ream, d...rip, d...ry, d...rop, d...rone, d...rum, d...rew, d...rown


### Phase 3

1. Say the following words 3X each. Pause between /d/ and /r/ sounds.  
d...raft, d...rain, d...ress, d...ream, d...rip, d...ry, d...rop, d...rone, d...rum, d...rew, d...rown
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
draft, drain, dress, dream, drip, dry, drop, drone, drum, drew, drown


### Phase 4

1. Say the following words, 3X each, without pausing.  
draft, drain, dress, dream, drip, dry, drop, drone, drum, drew, drown
2. If produced correctly, say the following phrases 2X each. Pause between /d/ and /r/.  
was d...rastic, pink d...rapes, nice d...ress, my d...rink, will d...rill, to d...rive, did d...rop, a d...rone, the d...rummer, is d...roopy, bad d...rought


### Phase 5

1. Say the following phrases 2X each. Pause between /d/ and /r/.  
was d...rastic, pink d...rapes, nice d...ress, my d...rink, will d...rill, to d...rive, did d...rop, a d...rone, the d...rummer, is d...roopy, bad d...rought
2. If produced correctly, say the following, 2X each, without pausing.  
was drastic, pink drapes, nice dress, my drink, will drill, to drive, did drop, a drone, the drummer, is droopy, bad drought


### Phase 6

1. Say the following 2X each.  
was drastic, pink drapes, nice dress, my drink, will drill, to drive, did drop, a drone, the drummer, is droopy, bad drought
2. If produced correctly, say the following, 2X each, with a pause.  
I felt a d...raft. Did you see that d...ragon? My mom bought a nice d...ress. I had a wonderful d...ream. Do you know how to use a d...rill? Put the clothes in the d...ryer. Make sure not to d...rop it. There was a drone in the sky. My sister took d...rum lessons. The dog was d...rooling. Wear a life jacket so you don't d...rown.


### Phase 7

1. Say the following 2X using a pause.  
I felt a d...raft. Did you see that d...ragon? My mom bought a nice d...ress. I had a wonderful d...ream. Do you know how to use a d...rill? Put the clothes in the d...ryer. Make sure not to d...rop it. There was a drone in the sky. My sister took d...rum lessons. The dog was d...rooling. Wear a life jacket so you don't d...rown.
2. If the above is produced correctly, say the following 2X without pausing.  
I felt a draft. Did you see that dragon? My mom bought a nice dress. I had a wonderful dream. Do you know how to use a drill? Put the clothes in the dryer. Make sure not to drop it. There was a drone in the sky. My sister took drum lessons. The dog was drooling. Wear a life jacket so you don't drown.


### FL Sound

Your child should be able to say the /f/ sound and the /l/ sound without any help. Have your child make the /f/ sound, take a pause and then say the rest of the word, making sure to pronounce the /l/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. F...L 20 times. Say the /f/ sound, pause and then say the /l/ sound.
2. If the above is produced correctly, say FL 20 times, without pausing between /f/ and /l/.


### Phase 2

1. Say FL 20 times, without pausing between /f/ and /l/.
2. If the above is produced correctly, say the following words 3X each. Pause between /f/ and /l/.  
f...lap, f...lame, f...lex, f...leet, f...lip, f...light, f...lock, f...loat, f...lunk, f...lute, f...lour, f...law


### Phase 3

1. Say the following words 3X each. Pause between /f/ and /l/ sounds.  
f...lap, f...lame, f...lex, f...leet, f...lip, f...light, f...lock, f...loat, f...lunk, f...lute, f...lour, f...law
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
flap, flame, flex, fleet, flip, flight, flock, float, flunk, flute, flour, flaw


### Phase 4

1. Say the following words, 3X each, without pausing.  
flap, flame, flex, fleet, flip, flight, flock, float, flunk, flute, flour, flaw
2. If produced correctly, say the following phrases 2X each. Pause between /f/ and /l/.  
was f...lat, a f...lair, is f...lexible, big f...lea, wear f...lippers, long f...light, is f...loppy, in F...lorida, will f...lood, is f...luent, a f...lounder, some f...laws


### Phase 5

1. Say the following phrases 2X each. Pause between /f/ and /l/.  
was f...lat, a f...lair, is f...lexible, big f...lea, wear f...lippers, long f...light, is f...loppy, in F...lorida, will f...lood, is f...luent, a f...lounder, some f...laws
2. If produced correctly, say the following 2X, without pausing.  
was flat, a flair, is flexible, big flea, wear flippers, long flight, is floppy, in Florida, will flood, is fluent, a flounder, some flaws


### Phase 6

1. Say the following phrases 2X each, without pausing.  
was flat, a flair, is flexible, big flea, wear flippers, long flight, is floppy, in Florida, will flood, is fluent, a flounder, some flaws
2. If produced correctly, say the following 2X each with pausing.  
There was a f...lash of light. Did you see that big f...lam? Are you really f...lexible? How big was the f...leet of ships? Our lights were f...lickering. She could be very f...lighty. We used to use f...loppy disks. They need to go with the f...low. The teacher became very f...lustered. My whole family caught the f...lu. Make sure to use one cup of f...lour. Everyone has some f...laws.


### Phase 7

1. Say the following 2X each, using a pause.  
There was a f...lash of light. Did you see that big f...lame? Are you really f...lexible? How big was the f...leet of ships? Our lights were f...lickering. She could be very f...lighty. We used to use f...loppy disks. They need to go with the f...low. The teacher became very f...lustered. My whole family caught the f...lu. Make sure to use one cup of f...lour. Everyone has some f...laws.
2. If the above is produced correctly, say the following 2X each, without pausing.  
There was a flash of light. Did you see that big flame? Are you really flexible? How big was the fleet of ships? Our lights were flickering. She could be very lighty. We used to use floppy disks. They need to go with the flow. The teacher became very flustered. My whole family caught the flu. Make sure to use one cup of flour. Everyone has some flaws.


### FR Sound

Your child should be able to say the /f/ sound and the /r/ sound without any help. Have your child make the /f/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say F...R 20 times. Say the /f/ sound, pause and then say the /r/ sound.
2. If the above is produced correctly, say FR 20 times, without pausing between /f/ and /r/.


### Phase 2

1. Say FR 20 times, without pausing between /f/ and /r/.
2. If the above is produced correctly, say the following words 3X each. Pause between /f/ and /r/.  
f...rail, f...rame, f...resh, f...reeze, f...rills, f...right, f...rown, f...rock, f...rom, f...ruit


### Phase 3

1. Say the following words 3X each. Pause between /f/ and /r/ sounds.  
f...rail, f...rame, f...resh, f...reeze, f...rills, f...right, f..., rown, f...rock, f...rom, f...ruit
2. If the above is produced correctly, say the following, 3X each, without pausing.  
frail, frame, fresh, freeze, frills, fright, frown, frock, from, fruit


### Phase 4

1. Say the following words, 3 times each, without pausing.  
frail, frame, fresh, freeze, frills, fright, frown, frock, from, fruit
2. If produced correctly, say the following phrases 2X each. Pause between /f/ and /r/.  
was f...rantic, big f...reight, had f...reckles, my f...reedom, was f...rilly, eat f...ries, tiny f...rog, and f...rozen, the f...ront, some f...ruit


### Phase 5

1. Say the following phrases 2X each. Pause between /f/ and /r/.  
was f...rantic, big f...reight, had f...reckles, my f...reedom, was f...rilly, eat f...ries, tiny f...rog, and f...rozen, the f...ront, some f...ruit
2. If produced correctly, say the following phrases 2X each, without pausing.  
was frantic, big freight, had freckles, my freedom, was frilly, eat fries, tiny frog, and frozen, the front, some fruit


### Phase 6

1. Say the following phrases 2X each, without pausing.  
was frantic, big freight, had freckles, my freedom, was frilly, eat fries, tiny frog, and frozen, the front, some fruit
2. If produced correctly, say the following 2X each. Pause between /f/ and /r/.  
He was in a f...rat. Will you buy that f...rame? The girl had a lot of f...reckless. Haunted houses are f...reaky. She wanted a f...rilly dress. Try not to f...righten the baby. The windshield was full of f...rost. He was so scared that he f...roze. Meet me in the f...ront of the school. He liked to eat a lot of f...ruit.


### Phase 7

1. Say the following 2X each with pausing between /f/ and /r/.  
He was in a f...rat. Will you buy that f...rame? The girl had a lot of f...reckless. Haunted houses are f...reaky. She wanted a f...rilly dress. Try not to f...righten the baby. The windshield was full of f...rost. He was so scared that he f...roze. Meet me in the f...ront of the school. He liked to eat a lot of f...ruit.
2. If the above is produced correctly, say the following 2X each, without pausing.  
He was in a frat. Will you buy that frame? The girl had a lot of freckles. Haunted houses are freaky. She wanted a frilly dress. Try not to frighten the baby. The windshield was full of frost. He was so scared that he froze. Meet me in the front of the school. He liked to eat a lot of fruit.


### GL Sound

Your child should be able to say the /g/ sound and the /l/ sound without any help. Have your child make the /g/ sound, take a pause and then say the rest of the word, making sure to pronounce the /l/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say G...L 20 times. Say the /g/ sound, pause and then say the /l/ sound.
2. If the above is produced correctly, say GL 20 times, without pausing between /g/ and /l/.


### Phase 2

1. Say GL 20 times, without pausing between /g/ and /l/.
2. If the above is produced correctly, say the following words 3X each. Pause between /g/ and /l/.

g...lam, g...laze, g...len, g...learn, g...limmer, g...lide, g...lob, g...low, g...lum, g...loom, g...loss


### Phase 3

1. Say the following words 3X each. Pause between /g/ and /l/.
2. If the above is produced correctly, say the following words, 3X each, without pausing.

g...lam, g...laze, g...len, g...learn, g...limmer, g...lide, g...lob, g...low, g...lum, g...loom, g...loss  
glam, glaze, glen, gleam, glimmer, glide, glob, glow, glum, gloom, gloss


### Phase 4

1. Say the following words, 3X each, without pausing.
2. If produced correctly, say the following phrases 2X each.

glam, glaze, glen, gleam, glimmer, glide, glob, glow, glum, gloom, gloss  
is g...lad, the g...lare, is G...len, will g...learn, of g...litter, will g...lide, big g...lob, the g...lobal, a g...lum, can g...lue, the g...lossary


### Phase 5

1. Say the following phrases 2X each. Pause between /g/ and /l/.
2. If produced correctly, say the following phrases 2X each, without pausing.

is g...lad, the g...lare, is G...len, will g...learn, of g...litter, will g...lide, big g...lob, the g...lobal, a g...lum, can g...lue, the g...lossary  
is glad, the glare, is glen, will gleam, of glitter, will glide, big glob, the global, a glum, can glue, the glossary


### Phase 6

1. Say the following 2X each without pausing.
2. If produced correctly, say the following 2X each. Pause between /g/ and /l/.

is glad, the glare, is Glen, will gleam, of glitter, will glide, big glob, the global, a glum, can glue, the glossary  
He needs to wear his g...lasses. I want to see a g...lacier. The boy's name was g...len. Her ring was g...learning. The girl used way too much g...litter. The plane looked like it was g...liding. He used a big G...lob of paint. The light was g...lowing in the dark. The teacher was in a g...lum mood. It is so g...loomy outside. Where is my g...loss?


### Phase 7

1. Say the following 2X each with pausing.
2. If the above is produced correctly, say the following 2X each, without pausing.

He needs to wear his g...lasses. I want to see a g...lacier. The boy's name was Glen. Her ring was g...learning. The girl used way too much g...litter. The plane looked like it was g...liding. He used a big G...lob of paint. The light was g...lowing in the dark. The teacher was in a g...lum mood. It is so g...loomy outside. Where is my g...loss?  
He needs to wear his glasses. I want to see a glacier. The boy's name was Glen. Her ring was gleaming. The girl used way too much glitter. The plane looked like it was gliding. He used a big glob of paint. The light was glowing in the dark. The teacher was in a glum mood. It is so gloomy outside. Where is my gloss?


### GR Sound

Your child should be able to say the /g/ sound and the /r/ sound without any help. Have your child make the /g/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly. Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

- Say G...R 20 times. Say the /g/ sound, pause and then say the /r/ sound.
- If the above is produced correctly, say GR 20 times, without pausing between /g/ and /r/.


### Phase 2

- Say GR 20 times, without pausing between /g/ and /r/.
- If the above is produced correctly, say the following words 3X each. Pause between /g/ and /r/.  
g...ram, g...reat, g...remlin, g...reen, g...rin, g...rind, g...round, g...row, g...rumpy, g...roup


### Phase 3

- Say the following words 3X each. Pause between /g/ and /r/.  
g...ram, g...reat, g...remlin, g...reen, g...rin, g...rind, g...round, g...row, g...rumpy, g...roup
- If the above is produced correctly, say the following 3X each, without pausing.  
gram, great, gremlin, green, grin, grind, ground, grow, grumpy, group


### Phase 4

- Say the following words, 3X each, without pausing.  
gram, great, gremlin, green, grin, grind, ground, grow, grumpy, group
- If produced correctly, say the following phrases 2X each. Pause between /g/ and /r/.  
long g...rass, eat g...rapes, a g...remlin, will g...reet, was g...ritty, is g...ripping, been g...rouchy, some g...roceries, very g...rumpy, is g...rooving


### Phase 5

- Say the following phrases 2X each. Pause between /g/ and /r/.  
long g...rass, eat g...rapes, a g...remlin, will g...reet, was g...ritty, is g...ripping, been g...rouchy, some g...roceries, very g...rumpy, is g...rooving
- If produced correctly, say the following phrases 2X each, without pausing.  
long grass, eat grapes, a gremlin, will greet, was gritty, is gripping, been grouchy, some groceries, very grumpy, is grooving


### Phase 6

- Say the following phrases 2X each, without pausing.  
long grass, eat grapes, a gremlin, will greet, was gritty, is gripping, been grouchy, some groceries, very grumpy, is grooving
- If produced correctly, say the following 2X each. Pause between /g/ and /r/.  
He will g...rab the bag. Did you see the g...ravestone? There were a lot of g...remlins on the show. She had a lot of g...rief. The outlook was g...rim. Make sure to g...rind the coffee. Who saw the g...roundhog's shadow? The children were all g...rown. She is always very g...rumpy. Will you go sit with that g...roup?


### Phase 7

- Say the following 2X each with pauses.  
He will g...rab the bag. Did you see the g...ravestone? There were a lot of g...remlins on the show. She had a lot of g...rief. The outlook was g...rim. Make sure to g...rind the coffee. Who saw the g...roundhog's shadow? The children were all g...rown. She is always very g...rumpy. Will you go sit with that g...roup?
- If the above is produced correctly, say the following 2X each, without pausing.  
He will grab the bag. Did you see the gravestone? There were a lot of gremlins on the show. She had a lot of grief. The outlook was grim. Make sure to grind the coffee. Who saw the groundhog's shadow? The children were all grown. She is always very grumpy. Will you go sit with that group?


### KL Sound

The /k/ sound can be made with /k/ words or hard /c/ words. Your child should be able to say the /k/ sound and the /l/ sound without any help. Have your child make the /k/ sound, take a pause and then say the rest of the word, making sure to pronounce the /l/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say K...L 20 times. Say the /k/ sound, pause and then say the /l/ sound.
2. If the above is produced correctly, say KL 20 times, without pausing between /k/ and /l/.


### Phase 2

1. Say KL 20 times, without pausing between /k/ and /l/.
2. If the above is produced correctly, say the following words 3X each. Pause between /k/ and /l/.  
c...lam, c...laim, c...law, c...lean, c...lip, c...limb, c...lown, c...lock, c...lose, k...lutz, c...lue


### Phase 3

1. Say the following words 3X each. Pause between /k/ and /l/.  
c...lam, c...laim, c...law, c...lean, c...lip, c...limb, c...lown, c...lock, c...lose, k...lutz, c...lue
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
clam, claim, claw, clean, clip, climb, clown, clock, close, klutz


### Phase 4

1. Say the following words, 3X each, without pausing.  
clam, claim, claw, clean, clip, climb, clown, clock, close, klutz
2. If produced correctly, say the following phrases 2X each. Pause between /k/ and /l/.  
the c...lass, hard c...lay, sharp c...law, is c...lear, a c...linic, my c...lient, funny c...lown, big c...loset, her c...lone, golf c...lub


### Phase 5

1. Say the following phrases 2X each. Pause between /k/ and /l/.  
the c...lass, hard c...lay, sharp c...law, is c...lear, a c...linic, my c...lient, funny c...lown, big c...loset, her c...lone, golf c...lub
2. If produced correctly, say the following phrases 2X each, without pausing.  
the class, hard clay, sharp claw, is clear, a clinic, my client, funny clown, big closet, her clone, golf club


### Phase 6

1. Say the following 2X without pausing.  
the class, hard clay, sharp claw, is clear, a clinic, my client, funny clown, big closet, her clone, golf club
2. If produced correctly, say the following, 2X each, with pauses.  
We all c...lapped for him. She dug through the c...lay. The eagle had sharp c...laws. The whole store was on c...learance. He had to c...lip his nails. They lived in a hot c...limate. Look up at the pretty c...louds. What is the time on the c...lock? Will you c...lose the door? Her car had a c...lutch.


### Phase 7

1. Say the following 2X with a pause.  
We all c...lapped for him. She dug through the c...lay. The eagle had sharp c...laws. The whole store was on c...learance. He had to c...lip his nails. They lived in a hot c...limate. Look up at the pretty c...louds. What is the time on the c...lock? Will you c...lose the door? Her car had a c...lutch.
2. If the above is produced correctly, say the following 2X each without pausing.  
We all clapped for him. She dug through the clay. The eagle had sharp claws. The whole store was on clearance. He had to clip his nails. They lived in a hot climate. Look up at the pretty clouds. What is the time on the clock? Will you close the door? Her car had a clutch.


### KR Sound

Your child should be able to say the /k/ sound and the /r/ sound without any help. Have your child make the /k/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say K...R 20 times. Say the /k/ sound, pause and then say the /r/ sound.
2. If the above is produced correctly, say KR 20 times, without pausing between /k/ and /r/.


### Phase 2

1. Say KR 20 times, without pausing between /k/ and /r/.
2. If the above is produced correctly, say the following words 3X each. Pause between /k/ and /r/.  
c...rayon, c...razy, c...rest, c...ream, c...rib, c...ry, c...rown, c...rop, c...row, c...rumb, c...ruise


### Phase 3

1. Say the following words 3X each. Pause between /k/ and /r/.  
c...rayon, c...razy, c...rest, c...ream, c...rib, c...ry, c...rown, c...rop, c...row, c...rumb, c...ruise
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
crayon, crazy, crest, cream, crib, cry, crown, crop, crow, crumb, cruise


### Phase 4

1. Say the following words, 3X each, without pausing.  
crayon, crazy, crest, cream, crib, cry, crown, crop, crow, crumb, cruise
2. If produced correctly, say the following phrases 2X each. Pause between /k/ and /r/.  
the c...rab, one c...rate, a c...rest, is c...reepy, big c...ricket, a c...rime, some c...rops, black c...row, is c...runchy, so c...ruel


### Phase 5

1. Say the following phrases 2X each. Pause between /k/ and /r/.  
the c...rab, one c...rate, a c...rest, is c...reepy, big c...ricket, a c...rime, some c...rops, black c...row, is c...runchy, so c...ruel
2. If produced correctly, say the following phrases 2X each, without pausing.  
the crab, one crate, a crest, is creepy, big cricket, a crime, some crops, black crow, is crunchy, so cruel


### Phase 6

1. Say the following 2X each without pausing.  
the crab, one crate, a crest, is creepy, big cricket, a crime, some crops, black crow, is crunchy, so cruel
2. If produced correctly, say the following 2X each, using a pause.  
He wanted more c...rackers. That was a very big c...rane. That was their family c...rest. How did I get this c...rease? The bacon is so c...rispy. The baby was c...rying a lot. The farmer watered the corn c...rops. The tire was made of c...rome. She didn't eat the c...rust. The whole family went on a c...ruise.


### Phase 7

1. Say the following 2X each, using a pause.  
He wanted more c...rackers. That was a very big c...rane. That was their family c...rest. How did I get this c...rease? The bacon is so c...rispy. The baby was c...rying a lot. The farmer watered the corn c...rops. The tire was made of c...rome. She didn't eat the c...rust. The whole family went on a c...ruise.
2. If the above is produced correctly, say the following 2X each without pausing.  
He wanted more crackers. That was a very big crane. That was their family crest. How did I get this crease? The bacon is so crispy. The baby was crying a lot. The farmer watered the corn crops. The tire was made of chrome. She didn't eat the crust. The whole family went on a cruise.


### PL Sound

Your child should be able to say the /p/ sound and the /l/ sound without any help. Have your child make the /p/ sound, take a pause and then say the rest of the word, making sure to pronounce the /l/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say P...L 20 times. Say the /p/ sound, pause and then say the /l/ sound.
2. If the above is produced correctly, say PL 20 times, without pausing between /p/ and /l/.


### Phase 2

1. Say PL 20 times, without pausing between /p/ and /l/.
2. If the above is produced correctly, say the following words 3X each. Pause between /p/ and /l/.  
p...lan, p...lay, p...lenty, p...lease, p...ly, p...low, p...lot, p...lum


### Phase 3

1. Say the following words 3X each. Pause between /p/ and /l/.  
p...lan, p...lay, p...lenty, p...lease, p...ly, p...low, p...lot, p...lum
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
plan, play, plenty, please, ply, plow, plot, plum


### Phase 4

1. Say the following words, 3X each, without pausing.  
plan, play, plenty, please, ply, plow, plot, plum
2. If produced correctly, say the following phrases 2X each. Pause between /p/ and /l/.  
some p...lastic, will p...lay, is p...leasant, can p...lead, the p...liers, will p...low, went p...lop, two p...lugs


### Phase 5

1. Say the following phrases 2X each. Pause between /p/ and /l/.  
some p...lastic, will p...lay, is p...leasant, can p...lead, the p...liers, will p...low, went p...lop, two p...lugs
2. If produced correctly, say the following phrases 2X each, without pausing.  
some plastic, will play, is pleasant, can plead, the pliers, will plow, went plop, two plugs


### Phase 6

1. Say the following phrases 2X each, without pausing.  
some plastic, will play, is pleasant, can plead, the pliers, will plow, went plop, two plugs
2. If produced correctly, say the following sentences 2X each. Pause between /p/ and /l/.  
She bought a p...lanter for her house. He loves p...laying games. The girl p...led guilty. Make sure to say p...lease. Will you be able to find p...ly wood? The farmer makes sure to p...low daily. That was the main p...lot of the story. The diver took a p...lunge under water.


### Phase 7

1. Say the following 2X each. Pause between /p/ and /l/.  
She bought a p...lanter for her house. He loves p...laying games. The girl p...led guilty. Make sure to say p...lease. Will you be able to find p...ly wood? The farmer makes sure to p...low daily. That was the main p...lot of the story. The diver took a p...lunge under water.
2. If the above is produced correctly, say the following 2X each, without pausing.  
She bought a planter for her house, He loves playing games. The girl pled guilty. Make sure to say please. Will you be able to find plywood? The farmer makes sure to plow daily. That was the main plot of the story. The diver took a plunge under water.


### PR Sound

Your child should be able to say the /p/ sound and the /r/ sound without any help. Have your child make the /p/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say P...R 20 times. Say the /p/ sound, pause and then say the /r/ sound.
2. If the above is produced correctly, say PR 20 times, without pausing between /p/ and /r/.


### Phase 2

1. Say PR 20 times, without pausing between /p/ and /r/.
2. If the above is produced correctly, say the following words 3X each. Pause between /p/ and /r/.  
p...rance, p...ray, p...ress, p...reschool, p...rince, p...ry, p...rop, p...rone, p...rune, p...roud


### Phase 3

1. Say the following words 3X each. Pause between /p/ and /r/.  
p...rance, p...ray, p...ress, p...reschool, p...rince, p...ry, p...rop, p...rone, p...rune, p...roud
2. If the above is produced correctly, say the following words 3X each without pausing.  
prance, pray, press, preschool, prince, pry, prop, prone, prune, proud


### Phase 4

1. Say the following words, 3X each, without pausing.  
prance, pray, press, preschool, prince, pry, prop, prone, prune, proud
2. If produced correctly, say the following phrases 2X each. Pause between /p/ and /r/.  
will p...ractice, the p...rairie, my p...resent, I p...refer, did p...rick, their p...rime, a p...rocess, did p...ropel, to p...rove


### Phase 5

1. Say the following phrases 2X each. Pause between /p/ and /r/.  
will p...ractice, the p...rairie, my p...resent, I p...refer, did p...rick, their p...rime, a p...rocess, did p...ropel, to p...rove
2. If produced correctly, say the following phrases 2X each without pausing.  
will practice, the prairie, my present, I prefer, did prick, their prime, a process, did propel, to prove


### Phase 6

1. Say the following phrases 2X each without pausing.  
will practice, the prairie, my present, I prefer, did prick, their prime, a process, did propel, to prove
2. If produced correctly, say the following 2X each. Pause between /p/ and /r/.  
His choice wasn't very p...ractical. Have you ever seen a p...rairie dog? The teacher was under a lot of p...ressure. We listened to her p...reach. I went to the p...rinter. Please respect our p...rivacy. She ran into a few p...roblems. They started a new p...rogram. She will p...rove her innocence.


### Phase 7

1. Say the following 2X each. Pause between /p/ and /r/.  
His choice wasn't very p...ractical. Have you ever seen a p...rairie dog? The teacher was under a lot of p...ressure. We listened to her p...reach. I went to the p...rinter. Please respect our p...rivacy. She ran into a few p...roblems. They started a new p...rogram. She will p...rove her innocence.
2. If the above is produced correctly, say the following 2X each without pausing.  
His choice wasn't very practical. Have you ever seen a prairie dog? The teacher was under a lot of pressure. We listened to her preach. I went to the printer. Please respect our privacy. She ran into a few problems. They started a new program. She will prove her innocence.


### SK Sound

Your child should be able to say the /s/ sound and the /k/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /k/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say S...K 20 times. Make sure to say the /s/ sound, pause and then say the /k/ sound.
2. If the above is produced correctly, say SK 20 times, without pausing between /s/ and /k/.


### Phase 2

1. Say SK 20 times, without pausing between /s/ and /k/.
2. If the above is produced correctly, say the following words 3X each. Pause between /s/ and /k/.  
s...cale, s...kate, S...cott, s...ketch, s...ki, s...kim, s...ky, s...cone, s...cout, s...cuff, s...coot


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /k/.  
s...cale, s...kate, S...cott, s...ketch, s...ki, s...kim, s...ky, s...cone, s...cout, s...cuff, s...coot
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
scale, skate, Scott, sketch, ski, skim, sky, scone, scout, scuff, scoot


### Phase 4

1. Say the following words, 3X each, without pausing.  
scale, skate, Scott, sketch, ski, skim, sky, scone, scout, scuff, scoot
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /k/.  
a s...cab, I s...care, the s...keleton, one s...kier, my s...kin, will s...kype, doctor s...cope, in S...cotland, big s...coop, is s...cum


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /k/.  
a s...cab, I s...care, the s...keleton, one s...kier, my s...kin, will s...kype, doctor s...cope, in S...cotland, big s...coop, is s...cum
2. If produced correctly, say the following phrases 2X each, without pausing.  
a scab, I scare, the skeleton, one skier, my skin, will skype, doctor scope, in Scotland, big scoop, is scum


### Phase 6

1. Say the following phrases 2X each, without pausing.  
a scab, I scare, the skeleton, one skier, my skin, will skype, doctor scope, in Scotland, big scoop, is scum
2. If produced correctly, say the following 2X each. Pause between /s/ and /k/.  
The fish had gold s...cales. He is a great s...kater. I will s...ketch the flowers. Do you know how to s...ki? My teacher s...kipped me. Do you see that bird in the s...ky? The soccer team s...cored more points. I bought some s...cotch tape. Have you ever been s...cuba diving? My shoes were all s...cuffed.


### Phase 7

1. Say the following 2X each. Pause between /s/ and /k/.  
The fish had gold s...cales. He is a great s...kater. I will s...ketch the flowers. Do you know how to s...ki? My teacher s...kipped me. Do you see that bird in the s...ky? The soccer team s...cored more points. I bought some s...cotch tape. Have you ever been s...cuba diving? My shoes were all s...cuffed.
2. If the above is produced correctly, say the following 2X each, without pausing.  
The fish had gold scales. He is a great skater. I will sketch the flowers. Do you know how to ski? My teacher skipped me. Do you see that bird in the sky? The soccer team scored more points. I bought some scotch tape. Have you ever been scuba diving? My shoes were all scuffed.


### SL Sound

Your child should be able to say the /s/ sound and the /l/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /l/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say S...L 20 times. Make sure to say the /s/ sound, pause and then say the /l/ sound.
2. If the above is produced correctly, say SL 20 times, without pausing between /s/ and /l/.


### Phase 2

1. Say SL 20 times, without pausing between /s/ and /l/.
2. If the above is produced correctly, say the following words 3X each. Pause between /s/ and /l/.  
s...lam, s...late, s...led, s...leek, s...lick, s...lime, s...lot, s...low, s...lug


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /l/.  
s...lam, s...late, s...led, s...leek, s...lick, s...lime, s...lot, s...low, s...lug
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
slam, slate, sled, sleek, slick, slime, slot, slow, slug


### Phase 4

1. Say the following words, 3X each, without pausing.  
slam, slate, sled, sleek, slick, slime, slot, slow, slug
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /l/.  
will s...lap, a s...lave, he s...lept, deep s...leep, did s...lip, a s...light, is s...loppy, big s...lope, the s...lum


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /l/.  
will s...lap, a s...lave, he s...lept, deep s...leep, did s...lip, a s...light, is s...loppy, big s...lope, the s...lum
2. If produced correctly, say the following phrases 2X each, without pausing.  
will slap, a slave, he slept, deep sleep, did slip, a slight, is sloppy, big slope, the slum


### Phase 6

1. Say the following phrases 2X each, without pausing.  
will slap, a slave, he slept, deep sleep, did slip, a slight, is sloppy, big slope, the slum
2. If produced correctly, say the following 2X each. Pause between /s/ and /l/.  
They put in a new s...lab. The chalkboard is made of s...late. Let's go s...ledding today. I ripped my s...leeve. He is very s...lim. Cut me a s...lice of pie. My room is so s...loppy. That car needs to s...low down. Did you see that s...lug?


### Phase 7

1. Say the following 2X each. Pause between /s/ and /l/.  
They put in a new s...lab. The chalkboard is made of s...late. Let's go s...ledding today. I ripped my s...leeve. He is very s...lim. Cut me a s...lice of pie. My room is so s...loppy. That car needs to s...low down. Did you see that s...lug?
2. If the above is produced correctly, say the following 2X each, without pausing.  
They put in a new slab. The chalkboard is made of slate. Let's go sledding today. I ripped my sleeve. He is very slim. Cut me a slice of pie. My room is so sloppy. That car needs to slow down. Did you see that slug?


### SM Sound

Your child should be able to say the /s/ sound and the /m/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /m/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!


### Phase 1

1. Say S...M 20 times. Make sure to say the /s/ sound, pause and then say the /m/ sound.
2. If the above is produced correctly, say SM 20 times, without pausing between /s/ and /m/.

### Phase 2

1. Say SM 20 times, without pausing between /s/ and /m/.
2. If the above is produced correctly, say the following words 3X each. Pause between /s/ and /m/.  
s...mack, s...mell, s...mear  
s...mitten, s...mile, s...mock,  
s...more, s...mug, s...mooth


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /m/.  
s...mack, s...mell, s...mear  
s...mitten, s...mile, s...mock,  
s...more, s...mug, s...mooth
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
smack, smell, smear, smitten,  
smile, smock, smore, smug,  
smooth


### Phase 4

1. Say the following words, 3X each, without pausing.  
smack, smell, smear, smitten,  
smile, smock, smore, smug,  
smooth
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /m/.  
I .s...mash, is s...melly, am s...mitten,  
will s...mite, did s...mear, some  
s...mog, one s...mock, black s...moke,  
big s...mudge, did s...mooch, of  
s...mog


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /m/.  
I .s...mash, is s...melly, am s...mitten,  
will s...mite, did s...mear, some  
s...mog, one s...mock, black s...moke,  
big s...mudge, did s...mooch, of  
s...mog
2. If produced correctly, say the following phrases 2X each, without pausing.  
I smash, is smelly, am smitten, will  
smite, did smear, some smog, one  
smock, black smoke, big smudge,  
did smooch, of smog


### Phase 6

1. Say the following phrases 2X each, without pausing.  
I smash, is smelly, am smitten, will  
smite, did smear, some smog, one  
smock, black smoke, big smudge, did  
smooch, of smog
2. If produced correctly, say the following 2X each. Pause between /s/ and /m/.  
The pumpkin was s...mashed. That  
skunk had a bad s...mell. There was a  
s...mear on the wall. He was  
s...mitten with her. She had a great  
s...mile. Wear your paint s...mock. It  
was hard to see through the  
s...moke. Make sure to s...mooth it  
out. Her makeup was ...smudging.


### Phase 7

1. Say the following 2X each. Pause between /s/ and /m/.  
The pumpkin was s...mashed. That skunk had  
a bad s...mell. There was a s...mear on the  
wall. He was s...mitten with her. She had a  
great s...mile. Wear your paint s...mock. It  
was hard to see through the s...moke. Make  
sure to s...mooth it out. Her makeup was  
...smudging.
2. If the above is produced correctly, say the following 2X each, without pausing.  
The pumpkin was smashed. That skunk had a  
bad smell. There was a smear on the wall. He  
was smitten with her. She had a great smile.  
Wear your paint smock. It was hard to see  
through the smoke. Make sure to smooth it  
out. Her makeup was smudging.


### SN Sound

Your child should be able to say the /s/ sound and the /n/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /n/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say S...N 20 times. Make sure to say the /s/ sound, pause and then say the /n/ sound.
2. If the above is produced correctly, say SN 20 times, without pausing between /s/ and /n/.


### Phase 2

1. Say SN 20 times, without pausing between /s/ and /n/.
2. If the above is produced correctly, say the following words 3X each. Pause between /s/ and /n/.  
s...nap, s...nake, s...neak, s...nip, s...now, s...nob, s...nooze, s...nuck, s...narl, s...nout


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /n/.  
s...nap, s...nake, s...neak, s...nip, s...now, s...nob, s...nooze, s...nuck, s...narl, s...nout
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
snap, snake, sneak, snip, snow, snob, snooze, snuck, snarl, snout


### Phase 4

1. Say the following words, 3X each, without pausing.  
snap, snake, sneak, snip, snow, snob, snooze, snuck, snarl, snout
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /n/.  
the s...nack, tiny s...nail, will s...neeze, one s...niffle, white s...now, some s...not, I s...noop, he s...nubbed, don't s...nort, a s...nout


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /n/.  
the s...nack, tiny s...nail, will s...neeze, one s...niffle, white s...now, some s...not, I s...noop, he s...nubbed, don't s...nort, a s...nout
2. If produced correctly, say the following phrases 2X each, without pausing.  
the snack, tiny snail, will sneeze, one sniffle, white snow, some snot, I snoop, he snubbed, don't snort, a snout


### Phase 6

1. Say the following phrases 2X each, without pausing.  
The snack, Tiny snail, Will sneeze, One sniffle, White snow, Some snot, I snoop, He snubbed, Don't snort, A snout
2. If produced correctly, say the following 2X each. Pause between /s/ and /n/.  
He s...natched the ball. I am afraid of s...nakes. Don't be so s...neaky. She s...nickered at the joke. Let's build a s...nowman. She was kind of a s...nob. My mom was s...nooping. The girl s...nuck a cookie. I want to s...norkel. Did you see the animal's s...nout?


### Phase 7

1. Say the following 2X each. Pause between /s/ and /n/.  
He s...natched the ball. I am afraid of s...nakes. Don't be so s...neaky. She s...nickered at the joke. Let's build a s...nowman. She was kind of a s...nob. My mom was s...nooping. The girl s...nuck a cookie. I want to s...norkel. Did you see the animal's s...nout?
2. If the above is produced correctly, say the following 2X each, without pausing.  
He snatched the ball. I am afraid of snakes. Don't be so sneaky. She snickered at the joke. Let's build a snowman. She was kind of a snob. My mom was snooping. The girl snuck a cookie. I want to snorkel. Did you see the animal's snout?


### SP Sound

Your child should be able to say the /s/ sound and the /p/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /p/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase 1

1. Say s...P 20 times. Make sure to say the /s/ sound, pause and then say the /p/ sound.
2. If the above is produced correctly, say SP 20 times, without pausing between /s/ and /p/.


### Phase 2

1. Say SP 20 times, without pausing between /s/ and /p/.
2. If the above is produced correctly, say the following words 3X each. Make sure to pause between /s/ and /p/.  
s...pam, s...pade, s...peck, s...peak, s...pill, s...pine, s...pot, s...poke, s...pud, s...pooky, s...pout


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /p/.  
s...pam, s...pade, s...peck, s...peak, s...pill, s...pine, s...pot, s...poke, s...pud, s...pooky, s...pout
2. If the above is produced correctly, say the following words, 3X each, without pausing  
spam, spade, speck, speak, spill, spine, spot, spoke, spud, spooky, spout


### Phase 4

1. Say the following words, 3X each, without pausing.  
spam, spade, speck, speak, spill, spine, spot, spoke, spud, spooky, spout
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /p/.  
is S...panish, in s...pace, will s...pell, can s...peed, don't s...pit, sharp s...pike, dark s...pot, a s...port, had s...pun, the s...pool


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /p/.  
is S...panish, in s...pace, will s...pell, can s...peed, don't s...pit, sharp s...pike, dark s...pot, a s...port, had s...pun, the s...pool
2. If produced correctly, say the following phrases 2X each, without pausing.  
is Spanish, in space, will spell, can speed, don't spit, sharp spike, dark spot, a sport, had spun, the spool


### Phase 6

1. Say the following phrases 2X each, without pausing.  
is Spanish, in space, will spell, can speed, don't spit, sharp spike, dark spot, a sport, had spun, the spool
2. If produced correctly, say the following 2X each. Pause between /s/ and /p/.  
She doesn't like s...pam. They went to S...pain. The thief s...ped away. The president's s...peech was great. The boy was s...pinning fast. She is afraid of the s...pider. I can't get the s...pot out. He was well s...poken. A potato is called a s...pud. Please use your s...poon.


### Phase 7

1. Say the following 2X each. Pause between /s/ and /p/.  
She doesn't like s...pam. They went to S...pain. The thief s...ped away. The president's s...peech was great. The boy was s...pinning fast. She is afraid of the s...pider. I can't get the s...pot out. He was well s...poken. A potato is called a s...pud. Please use your s...poon.
2. If the above is produced correctly, say the following 2X each, without pausing.  
She doesn't like spam. They went to Spain. The thief sped away. The president's speech was great. The boy was spinning fast. She is afraid of the spider. I can't get the spot out. He was well spoken. A potato is called a spud. Please use your spoon.


### ST Sound

Your child should be able to say the /s/ sound and the /t/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /t/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say S...T 20 times. Say the /s/ sound, pause and then say the /t/ sound.
2. If the above is produced correctly, say ST 20 times, without pausing between /s/ and /t/.


### Phase 2

1. Say ST 20 times, without pausing between /s/ and /t/.
2. If the above is produced correctly, say the following words 3X each. Pause between /s/ and /t/.  
s...tack, s...take, s...team, s...tem, s...tick, s...tir, s...tock, s...tone, s...toop, s...tuck, s...tout


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /t/.  
s...tack, s...take, s...team, s...tem, s...tick, s...tir, s...tock, s...tone, s...toop, s...tuck, s...tout
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
stack, stake, steam, stem, stick, stir, stock, stone, stoop, stuck, stout


### Phase 4

1. Say the following words, 3X each, without pausing.  
stack, stake, steam, stem, stick, stir, stock, stone, stoop, stuck, stout
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /t/.  
the s...tamp, will s...tay, can s...teer, big s...tep, am s...tiff, great s...tyle, he s...tole, did s...top, kitchen s...tool, she s...tubbed, a s...tudent


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /t/.  
the s...tamp, will s...tay, can s...teer, big s...tep, am s...tiff, great s...tyle, he s...tole, did s...top, kitchen s...tool, she s...tubbed, a s...tudent
2. If produced correctly, say the following phrases 2X each, without pausing.  
the stamp, will stay, can steer, big step, am stiff, great style, he stole, did stop, kitchen stool, she stubbed, a student


### Phase 6

1. Say the following phrases 2X each, without pausing.  
the stamp, will stay, can steer, big step, am stiff, great style, he stole, did stop, kitchen stool, she stubbed, a student
2. If produced correctly, say the following 2X each. Pause between /s/ and /t/.  
He will s...tack the books. I live in that s...tate. The bowl was s...teaming. Her name is S...teph. Will you hold s...till? Her eye had a s...ty. Please s...toke the fire. Add some chicken s...tock. The girl was s...tuck in the chair. He went to the s...tudio to record a song.


### Phase 7

1. Say the following 2X each. Pause between /s/ and /t/.  
He will s...tack the books. I live in that s...tate. The bowl was s...teaming. Her name is S...teph. Will you hold s...till? Her eye had a s...ty. Please s...toke the fire. Add some chicken s...tock. The girl was s...tuck in the chair. He went to the s...tudio to record a song.
2. If the above is produced correctly, say the following 2X each, without pausing.  
He will stack the books. I live in that state. The bowl was steaming. Her name is Steph. Will you hold still? She had a sty. Please stoke the fire. Add some chicken stock. The girl was stuck in the chair. He went to the studio to record a song.


### SW Sound

Your child should be able to say the /s/ sound and the /w/ sound without any help. Have your child make the /s/ sound, take a pause and then say the rest of the word, making sure to pronounce the /w/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say S...W 20 times. Make sure to say the /s/ sound, pause and then say the /w/ sound.
2. If the above is produced correctly, say SW 20 times, without pausing between /s/ and /w/.


### Phase 2

1. Say SW 20 times, without pausing between /s/ and /w/.
2. If the above is produced correctly, say the following words 3X each. Pause between /s/ and /w/.  
s...weep, s...wim, s...weat, s...wam, s...wear, s...wing, s...wap, s...way, s...wine, s...woon


### Phase 3

1. Say the following words 3X each. Pause between /s/ and /w/.  
s...weep, s...wim, s...weat, s...wam, s...wear, s...wing, s...wap, s...way, s...wine, s...woon
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
sweep, swim, sweat, swam, swear, swing swap, sway, swine, swoon


### Phase 4

1. Say the following words, 3X each, without pausing.  
sweep, swim, sweat, swam, swear, swing swap, sway, swine, swoon
2. If produced correctly, say the following phrases 2X each. Pause between /s/ and /w/.  
the s...well, big s...warm, will s...wipe, one s...witch, ugly s...wamp, too s...weet, I s...wam, he s...wore, don't s...way, a s...woop


### Phase 5

1. Say the following phrases 2X each. Pause between /s/ and /w/.  
the s...well, big s...warm, will s...wipe, one s...witch, ugly s...wamp, too s...weet, I s...wam, he s...wore, don't s...way, a s...woop
2. If produced correctly, say the following phrases 2X each, without pausing.  
the swell, big swarm, will swipe, one switch, ugly swamp, too sweet, I swam, he swore, don't sway, a swoop


### Phase 6

1. Say the following phrases 2X each, without pausing.  
the swell, big swarm, will swipe, one switch, ugly swamp, too sweet, I swam, he swore, don't sway, a swoop
2. If produced correctly, say the following 2X each. Pause between /s/ and /w/.  
I will s...wing today. Did you see the s...warm? It was hard to s...wallow. He was so s...weaty. That rabbit is s...wift. She s...wam in the lake. The golfer s...wung the club. Did you see that bird s...woop? I need to s...weep. He caught the s...wine flu.


### Phase 7

1. Say the following 2X each. Pause between /s/ and /w/.  
I will s...wing today. Did you see the s...warm? It was hard to s...wallow. He was so s...weaty. That rabbit is s...wift. She s...wam in the lake. The golfer s...wung the club. Did you see that bird s...woop? I need to s...weep. He caught the s...wine flu
2. If the above is produced correctly, say the following 2X each, without pausing.  
I will swing today. Did you see the swarm? It was hard to swallow. He was so sweaty. That rabbit is swift. She swam in the lake. The golfer swung the club. Did you see that bird swoop? I need to sweep. He caught the swine flu.


### TR Sound

Your child should be able to say the /t/ sound and the /r/ sound without any help. Have your child make the /t/ sound, take a pause and then say the rest of the word, making sure to pronounce the /r/ correctly.

Start at phase I. Each time you complete the tasks, check a box. Once all the boxes in one phase are checked, cut it out and bring it back to your speech therapist! Then, move on to the next phase!

### Phase I

1. Say T...R 20 times. Make sure to say the /t/ sound, pause and then say the /r/ sound.
2. If the above is produced correctly, say TR 20 times, without pausing between /t/ and /r/.


### Phase 2

1. Say TR 20 times, without pausing between /t/ and /r/.
2. If the above is produced correctly, say the following words 3X each. Pause between /t/ and /r/.  
t...rash, t...rain, t...rek, t...ree, t...rim, t...ry, t...rolley, t...roll, t...ruck, t...rue


### Phase 3

1. Say the following words 3X each. Pause between /t/ and /r/.  
t...rash, t...rain, t...rek, t...ree, t...rim, t...ry, t...rolley, t...roll, t...ruck, t...rue
2. If the above is produced correctly, say the following words, 3X each, without pausing.  
trash, train, trek, tree, trim, try, trolley, troll, truck, true


### Phase 4

1. Say the following words, 3X each, without pausing.  
trash, train, trek, tree, trim, try, trolley, troll, truck, true
2. If produced correctly, say the following phrases 2X each. Pause between /t/ and /r/.  
was t...rapped, will t...rade, star t...rek, or t...reat, a t...rick, the t...ricycle, red t...rolley, big t...rophy, do t...rust, a t...roop


### Phase 5

1. Say the following phrases 2X each. Pause between /t/ and /r/.  
was t...rapped, will t...rade, star t...rek, or t...reat, a t...rick, the t...ricycle, red t...rolley, big t...rophy, do t...rust, a t...roop
2. If produced correctly, say the following phrases 2X each, without pausing.  
was trapped, will trade, star trek, or treat, a trick, the tricycle, red trolley, big trophy, do trust, a troop


### Phase 6

1. Say the following phrases 2X each, without pausing.  
was trapped, will trade, star trek, or treat, a trick, the tricycle, red trolley, big trophy, do trust, a troop
2. If produced correctly, say the following 2X each. Pause between /t/ and /r/.  
The deer left a lot of t...racks. We learned how to t...race today. How does the t...read on the tire look? I'm excited to go get t...reats. Make sure not to t...rip. He really t...ried on the test. I have never been on a t...rolley. Did you win a t...rophy yesterday? He loved riding in the t...ruck. Please always tell the t...ruth.


### Phase 7

1. Say the following 2X each. Pause between /t/ and /r/.  
The deer left a lot of t...racks. We learned how to t...race today. How does the t...read on the tire look? I'm excited to go get t...reats. Make sure not to t...rip. He really t...ried on the test. I have never been on a t...rolley. Did you win a t...rophy yesterday? He loved riding in the t...ruck. Please always tell the t...ruth.
2. If the above is produced correctly, say the following 2X each, without pausing.  
The deer left a lot of tracks. We learned how to trace today. How does the tread on the tire look? I'm excited to go get treats. Make sure not to trip. He really tried on the test. I have never been on a trolley. Did you win a trophy yesterday? He loved riding in the truck. Please always tell the truth




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