

**TOP SECRET
MISSION**

Operation: Better Speech

Six Top-Secret Missions to Improve Your
Child's Articulation Skills at Home

Carrie Clark, CCC-SLP

This product may be printed and re-produced for individual home use only. No portion of this document may be shared or re-produced for any other reasons without prior permission.

About the Author: Carrie Clark

Carrie Clark is a speech-language pathologist from Columbia, Missouri. Carrie has worked with children of all ages with speech and language disorders or delays, including those with a variety of diagnoses, such as speech sound disorder, autism, down syndrome, apraxia of speech, and many more. Carrie serves children through her job with the Columbia Public School District as well as the private practice that she runs for Columbia families.

In 2012, Carrie created “Speech and Language Kids”, a company dedicated to providing resources and tools for families of children with speech and language delays. Carrie believes that all parents are capable of addressing their children’s speech and language needs and with the right support and tools, they can be a child’s best hope. It is in this spirit that Carrie has created the [Speech and Language Kids Website](#) so that all families may have access to the information needed to support their children.

Thank you for downloading this e-book. If you have any questions about the strategies and techniques used in this book, please don’t hesitate to contact Carrie at:

SpeechAndLanguageKids@gmail.com



Disclaimer:

The information provided in this e-book is not intended to replace the advice and suggestions of a licensed speech-language pathologist. If you are concerned about your child's speech and language skills, please consult your child's pediatrician or a speech-language pathologist.

Speech-Language Pathologists are trained for many years to be able to diagnose and provide the most appropriate treatment for communication delays and disorders. This program represents one of the most common approaches to treating articulation problems in children but may not be the most effective approach for your child. Your child's speech-language pathologist will know which approach will work best for your child and will know how to adapt the program if your child requires certain modifications.

That being said, the basic understanding of articulation therapy provided in this book could be used by parents for a number of reasons, including: to work on a child's speech skills at home while the child is being seen by a speech therapist at school; to help a child who has minor speech difficulties that are not severe enough to qualify that child for speech therapy from the school district; and to help a child whose speech therapy services are delayed or on hold.

Welcome!

Welcome to Operation: Better Speech! Our goal is to empower you and your child to work together to improve your child's speech. Here at Speech and Language Kids, we believe that parents and caregivers are a child's best teacher and there are many things that you can do at home to improve your child's communication skills.

This e-book, Operation: Better Speech is all about improving how well your child is understood by others. Operation: Better Speech will turn you and your child into detectives to hunt down your child's missing sounds and put them back where they belong (in his speech)!

Articulation Method Overview

This e-book is based on a therapy technique called "Articulation Therapy". Although a few details of this method have been adapted slightly to make it more parent-friendly, the basic principles of this approach will be followed.

The Articulation Therapy method was first proposed by Charles Van Riper in 1978 in the book Speech correction: Principles and methods. The method has been refined over the years but most therapists stick to the following outline when conducting articulation therapy:

1. Choose a sound that the child cannot say.
2. Work on that sound by itself (not in words or sentences).
3. Put the sound in non-sense syllables.
4. Put the sound in single words.
5. Use those words in sentences.
6. Help the child use the sound in conversational speech.

Sounds easy enough, right? It is! For most children, this is a straight-forward and easy process and you can do it at home.

How to Choose a Sound

Before we get started, you will need to choose one sound to focus on right now. Even if your child has many sounds that she needs to work on, it is important for you to pick just one to work on for the time being. There are other speech therapy approaches that target multiple sounds at once but since you will be conducting this speech therapy technique at home (without a speech therapist's training), I recommend starting with one sound.

So how do you decide which sound to start with? I would recommend starting with a sound that your child is not saying correctly in conversation but can imitate you saying the sound by itself. For example,

your child may say “tat” for cat and “teep” for keep, but when you say “say ‘k’”, he can do that sound by itself. Those are the sounds that will be easiest for your child to learn. When you are first starting out on working with your child at home, start with these easy sounds. You can address harder sounds later on.

Another good way to pick a starting sound is by choosing sounds that children typically learn at a younger age. Here is a list of sounds and the ages that children typically master those sounds in conversation. Start with any sounds toward the top of the list that your child is not producing correctly:

Source: Linguisystems

| Sound | Age | Sound | Age |
|--------|-------|---------|-------|
| p..... | 3 yrs | t..... | 5 yrs |
| m..... | 3 yrs | r..... | 6 yrs |
| h..... | 3 yrs | l..... | 6 yrs |
| n..... | 3 yrs | ch..... | 7 yrs |
| w..... | 3 yrs | sh..... | 7 yrs |
| b..... | 4 yrs | j..... | 7 yrs |
| k..... | 4 yrs | s..... | 8 yrs |
| g..... | 4 yrs | z..... | 8 yrs |
| d..... | 4 yrs | v..... | 8 yrs |
| f..... | 4 yrs | th..... | 8 yrs |
| y..... | 4 yrs | zh..... | 8 yrs |

How to Use This Book

After you’ve chosen your first sound (as described in the previous section), you will want to follow the steps below to make the best use of this book:

Oral Awareness Warm-Up: This is an optional section that can be used if your child is not aware of where their tongue, lips, and teeth are or how to move them to make different sounds.

Mission 1-Sound in Isolation: This mission will help your child learn to say a sound by itself (not in words yet).

Mission 2-Sound in Syllables: In this mission, your child will work on putting the sound into non-sense syllables, like “bah”

Mission 3-Sound in Words: This mission is all about putting those sounds into words.

Mission 4-Sound in Phrases: This mission will help your child say each word in a short phrase.

Mission 5-Sound in Sentences: Now that your child can say it in phrases, let’s work on putting those words in sentences!

Mission 6-Sound in Conversation: This mission will give you a lot of great tips to help your child generalize the sound and begin to use it in conversational speech.

When To Move To The Next Mission

You may be wondering, “How will I know when my child is ready to move on to the next level?” Each mission’s instruction page

will give you details about how the activity should be performed and when you should move on to the next level. This will be based on how well your child can complete that stage. For most stages, you will move on once your child is able to complete the mission with 80% accuracy. You don’t need to collect specific data on these unless you want to. You can always just estimate about how well your child is doing.

The length of time a child stays on one mission varies greatly from child to child and from mission to mission. Some children may only spend a few days on a mission while others may spend several weeks. If you feel like your child is not making the progress you would like, you may be working on a sound that’s too hard, or you may need a speech-language pathologist to give you ideas on how to better help him. Consult your child’s speech-language pathologist if you have any questions.

When Should We Practice?

Researchers have found that shorter practice sessions done more often are more effective than a few longer sessions. For this reason, I recommend that you try to sneak in as many short sessions as you can throughout your week. The more you practice, the faster your child will progress. A few 5-minute sessions a day is a great place to start, but you can always do fewer if it doesn’t fit into your schedule. Try practicing while driving in the car, while standing in line, or while waiting for a doctor’s appointment to get in a few extra repetitions.

Oral Awareness Warm-Up

The following section contains information about the oral awareness warm-up. This is an optional activity and does not necessarily need to be used with your child to make progress with the rest of the Operation. This activity will help your child learn where his tongue, teeth, and lips are as well as what it means to turn your voice on or off. This will help your child when you are telling him what to do with his mouth and voice. If your child already knows these things, or if your child will not participate in this activity, feel free to skip ahead to [Mission One](#). You may do this activity as often as needed. You may only need to do this a few times before you start working on sounds. Or, you may need to refresh your child's memory and do this every day before you start. That is entirely up to you and your child.

Oral Awareness Warm-Up

Activity One: Identifying Articulators

Articulators are the things that we use to make speech sounds. They include our tongue, teeth, and lips. Ask your child the following questions to help her learn where they are:

Where are your lips?

Where is your tongue?

Where are your teeth?

Activity Two: Using Your Voice

Some sounds require us to make sound with our voice, like “b”, “d”, and “g”. Tell your child that turning on his voice is like humming. Practice turning on your voice (by humming a song or a single note) and turning it off (by being quiet).

Activity Three: Describing Sounds

We can talk about what our articulators and voice are doing when we produce certain sounds. Only talk about sounds that your child can already do. Describing sounds in this way will make it easier for your child to learn new sounds. Choose the sounds below that your child can already produce and describe them in this way. Then, help your child practice the sound so he can feel what everything is doing.

/b/ lips are popping and voice is on
 /p/ lips are popping and voice is off
 /m/ lips are together and voice is on
 /w/ lips make a circle then spread apart, voice is on
 /f/ bite your lip and blow, voice off
 /v/ bite your lip and blow, voice on
 /s/ tongue behind your teeth, blow, voice off
 /z/ tongue behind your teeth, blow, voice on
 /t/ tap tongue behind your teeth, voice off
 /d/ tap tongue behind your teeth, voice on
 /n/ tongue behind your teeth, voice on
 /l/ tongue touches behind your teeth, voice on
 /sh/ lips make a circle, blow, voice off
 /k/ tongue taps in the back of the mouth, voice off
 /g/ tongue taps in the back of the mouth, voice on
 /h/ puffs of air in the back of your mouth, voice off

Instructions

Show your child the mission sheet on the following page. Print that page off and write the sound you've chosen for your child in the box. Read your child the mission information and tell him that you will be working together to figure out how to say that sound so you can put him back with his friends. Make sure you tell the child what the name of the letter is as well as what sound it makes.

For this mission you will help your child imitate when you say the sound by itself, not in words yet. For example, if your sound is "b", you will just be getting your child to say "buh".

Progress Tracking: Use the progress tracking box at the side to keep track of how well your child does. For this mission, only count the times that the child tries to produce the sound by itself, not if he says it in a whole word.

When to Move On: When your child can imitate the sound about 80% of the time (by itself, not in words)

HELP! Use the [cheat sheets](#) following the mission page for ideas on how to help your child produce each sound.

Mission One: Isolation

Mission One Progress Tracking

Track each time your child tries to produce the target sound during this activity. If the child says it correctly, write a "+", if the child says it incorrectly, write a "o"

Find the percentage of sounds correct using the following formula:

$$\frac{\text{Number of +}}{\text{Total number of + and o}} \text{ equals } \frac{\text{Number of +}}{\text{Total number of + and o}} \text{ times } 100 \text{ equals } \text{Percentage} \%$$

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

Week Two

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

Note: If your child is struggling quite a bit with this, try a different sound.

Side Mission: Point out this sound to your child when you hear it or see the letter around town.

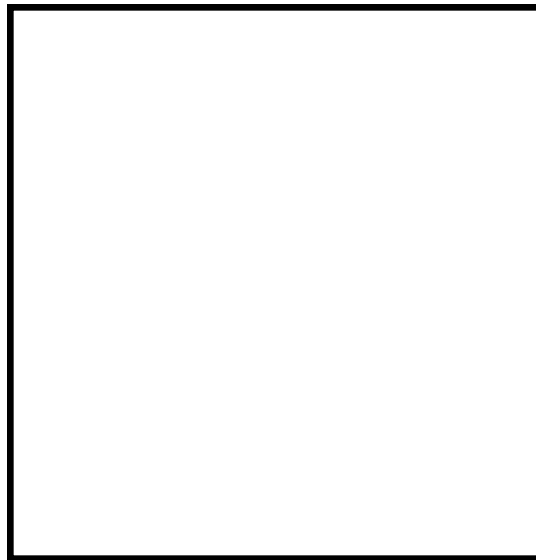
**TOP SECRET
MISSION**

Mission One: Find The Sound!

Attention Secret Agent:

We need your help! One of the sounds has gone missing! His family and friends are very worried about him so we need to bring him home. Your mission, should you choose to accept it, is to find the missing sound. Look in the box below to see what sound we're currently looking for.

MISSING



Can you find this sound? Have an adult help you figure out how to say this sound correctly.

Sound Production Cues-Part One

b

To produce the /b/ sound, use the following cues with your child.

- Watch My Mouth (this will help him see what your lips are doing)
- Put your lips together
- Make your lips pop
- Make your voice hum/Turn your voice on
- Help your child push his lips together with his fingers if he's having trouble getting them closed

p

If your child is having trouble with /p/, use the same cues as for /b/ but you will not tell her to turn her voice on. You can have her whisper the sound if she's making it sound like a /b/ instead of a /p/.

w

To make the /w/ sound, have your child start by saying "oo" like in "boo" and then slowly move the lips apart to say "uh". It should sound like "oooouh".

m

The /m/ sound is produced by pushing the lips together and humming. Have your child hold his lips closed and then ask him to hum or turn his voice on.

The mouth should not open at all during this sound, all of the air should come out of the nose.

f

Use these cues to get your child to say the /f/ sound:

- Bite your bottom lip (use a mirror to help your child see what she is doing)
 - Hold your lip there and blow
- You may need to have your child use her finger to keep her lip in the right place.

v

To produce the /v/ sound, use the same cues as /f/ except that you will need to have your child hum or turn his voice on. If your child is struggling with this, try having him hum a tune while biting his bottom lip with his top teeth. If your child is struggling to hold his lip with his teeth, have him use his finger to keep it in place.

t

To produce the /t/ sound, have your child tap her tongue right behind her top, front teeth. If your child is having trouble figuring out where to put her tongue, use these techniques to show her the right place:

- Touch the spot right behind the top, front teeth with a popsicle stick or sucker. Then tell her to put her tongue in the same spot
- Put a sticky food, like peanut butter or marshmallow cream, on the spot right behind her top, front teeth. Then, have her lick it off. When you are describing that spot again, call it the sticky spot.

d

To produce the /d/ sound, you can use the same cues as the /t/ sound, but your child will need to turn his voice on. Tell him this is the loud one.

n

For the /n/ sound, your child will need to put her tongue in the same spot as the /t/ sound (see the cues mentioned for /t/). This time though, your child will hold the tongue in that spot while she hums or turns her voice on. If she is having trouble turning her voice on, have her hum a tune while holding her tongue in that position.

s

For the /s/ sound, have your child put his tongue in the same place as /t/ (use the placement cues from /t/) but then blow air out. We call this the snake sound! If your child is sticking his tongue out too far, look in a mirror and tell him to keep his tongue behind his teeth. You can practice smiling so that his teeth are touching and there is no place for the tongue to peak out.

z

For the /z/ sound, use the same cues as /s/ but this time your child will need to hum or turn her voice on. You can have her practice turning her voice on by humming a tune while saying the /s/ sound.

Sound Production Cues-Part Two

l For the /l/ sound, have your child slowly move his tongue up to the /t/ spot and back down again. While he's doing this, have him hum or turn his voice on.

y To produce the “y” sound, have your child start by saying “ee” like in “bee” and then slowly open the mouth to say “uh”. It should sound like “eeeeuuuhh”.

sh I call this the quiet sound. To make this sound, have your child form her lips into a little circle and blow. If your child is saying /s/ instead of “sh”, ask her to pull her tongue back towards the back of her mouth.

zh This is the sound heard at the end of the word “beige”. This one isn't very common in our language but it's produced the same way as “sh” except with the voice humming or turned on.

ch This sound is produced by saying “t” and “sh” quickly together. This one is pretty difficult so don't get frustrated if he can't say it!

j The “j” sound is made by saying the “d” sound and the “zh” sounds very quickly together. This may be another one that is best worked on by a speech-language pathologist

r The /r/ sound is a very tricky sound to produce. There are actually two different ways of producing this sound, one with the tongue scooped like a bowl and one with it curved like a mountain. For each person, one of these ways will feel better than the other but you cannot force someone to say /r/ in the way that isn't natural for them. What you have to do instead is figure out which way they do it best. The easiest way to do this is to listen for any words with /r/ that your child says well. For most children, there are a few words that they can say with a good /r/ already, you just have to be listening for them.

Once you find that word, have your child hold out the /r/ in the word so she can feel what a good word sounds like. Then, try to find other words that use /r/ in the same way. For example, if your child can say “car” well, try first to get other words that end in “ar” like “bar” and “far”. Once your child can do those, move to words that are similar, like “aardvark” or “marshmallow”

k To produce the /k/ sound, your child will need to get his tongue to the very back of his mouth. If your child is having trouble finding the right place for his tongue, use some of these placement cues:

- Get a small sucker (like a dum-dum) or a popsicle stick. Gently push down the front of your child's tongue so that it cannot rise up to say a “t” sound. You can also push his tongue back slightly with the sucker or stick to move the tongue backward. Show him this on yourself first so he doesn't get scared.
- Have your child lay on his back while saying this sound. Gravity may help him drop his tongue back.
- Using your thumb, gently push up and back on the soft spot on the bottom of your child's chin. This may get the tongue back to the right position.

g The /g/ sound is produced the same way as the /k/ but with the voice turned on.

h The /h/ sound is produced by making puffs of air at the back of the mouth. Have your child pretend to pant like a dog to make this sound.

Instructions

Show your child the mission sheet on the following page. Print that page off to use it for practice.

For this mission you will help your child put the sound at the beginning of non-sense syllables. Write the consonant sound on the spider's body on the next page. Help your child say just the sound in the middle. Then, pair that sound with the vowel on each leg. Trace your finger along the line and model the correct syllable (slowly) for your child. Start at the top left and go down. Then, go down the right side. For example, if your child's target sound was "b", you would have your child imitate each of the following syllables: "buh", "bah", "baa", "beh", etc. If your child uses the wrong sound, start back over at the sound by itself and start the syllables over again with "_uh".

Level Two: Once your child can do the first spider, try the level two spider

When to Move On: When your child can imitate the sound about 80% of the time in non-sense syllables.

Mission Two: Sound Pairs

Mission One Progress Tracking

Track each time your child tries to produce the target sound during this activity. If the child says it correctly, write a "+", if the child says it incorrectly, write a "o"

Find the percentage of sounds correct using the following formula:
 _____ divided by _____ equals _____ times 100 equals _____%

Number of + Total number of + and o

| Sunday | Monday | Tuesday | Wednes- day | Thursday | Friday | Saturday |
|--------|--------|---------|----------------|----------|--------|----------|
| | | | | | | |

Week Two

| Sunday | Monday | Tuesday | Wednes- day | Thursday | Friday | Saturday |
|--------|--------|---------|----------------|----------|--------|----------|
| | | | | | | |

Note: Start with the vowel that is easiest for your child, usually that is the "uh" sound.

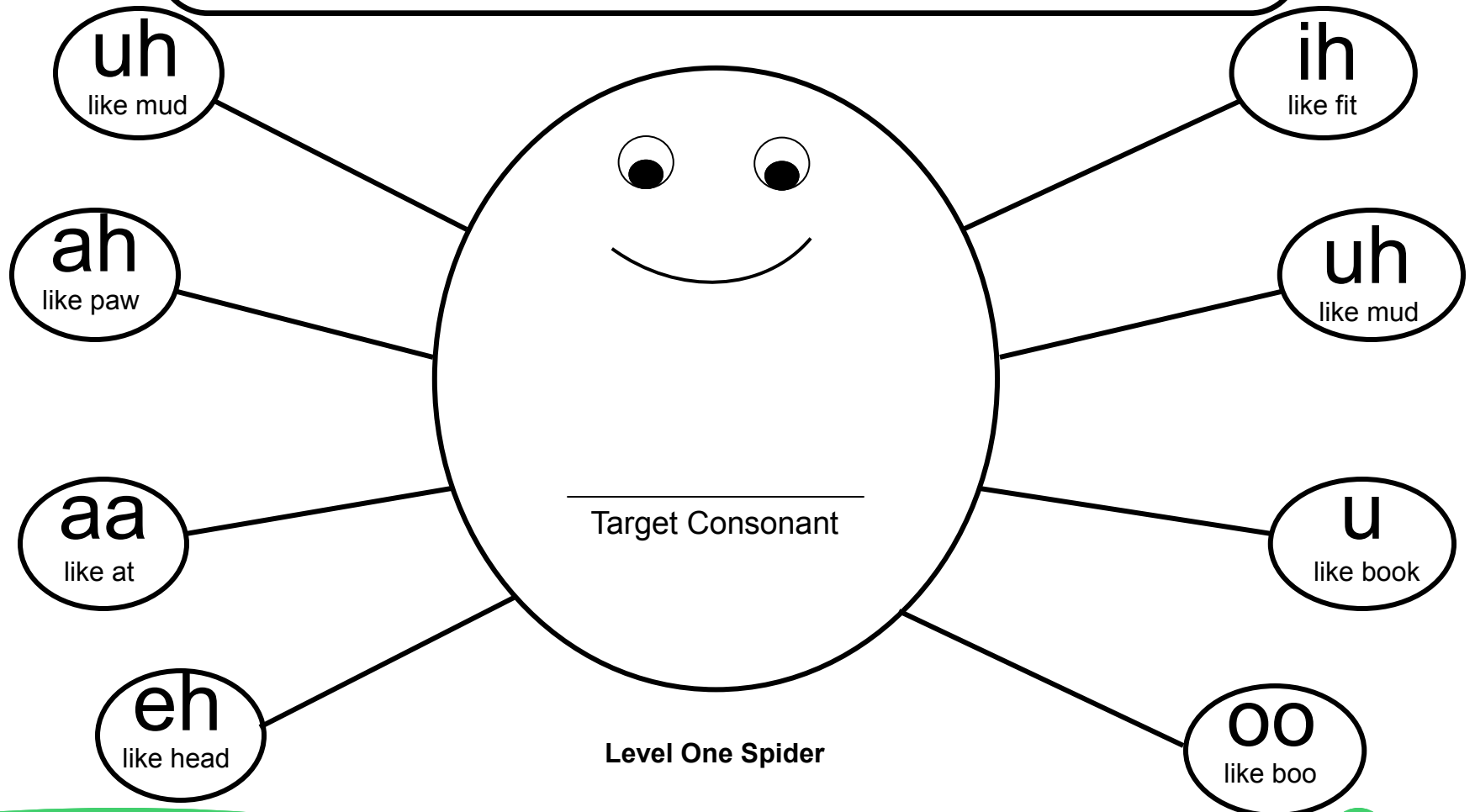
Tip: You only need to do this activity for a few minutes at a time, then come back and try again later.

**TOP SECRET
MISSION**

Mission Two: Find His Friends!

Attention Secret Agent:

Congratulations!! You've found the missing sound. Now we need to see if we can put him back with his friends. Your mission, should you choose to accept it, is to take your sound and pair him up with his friends, the vowels. Use the spiders to help connect the sound with his friends.

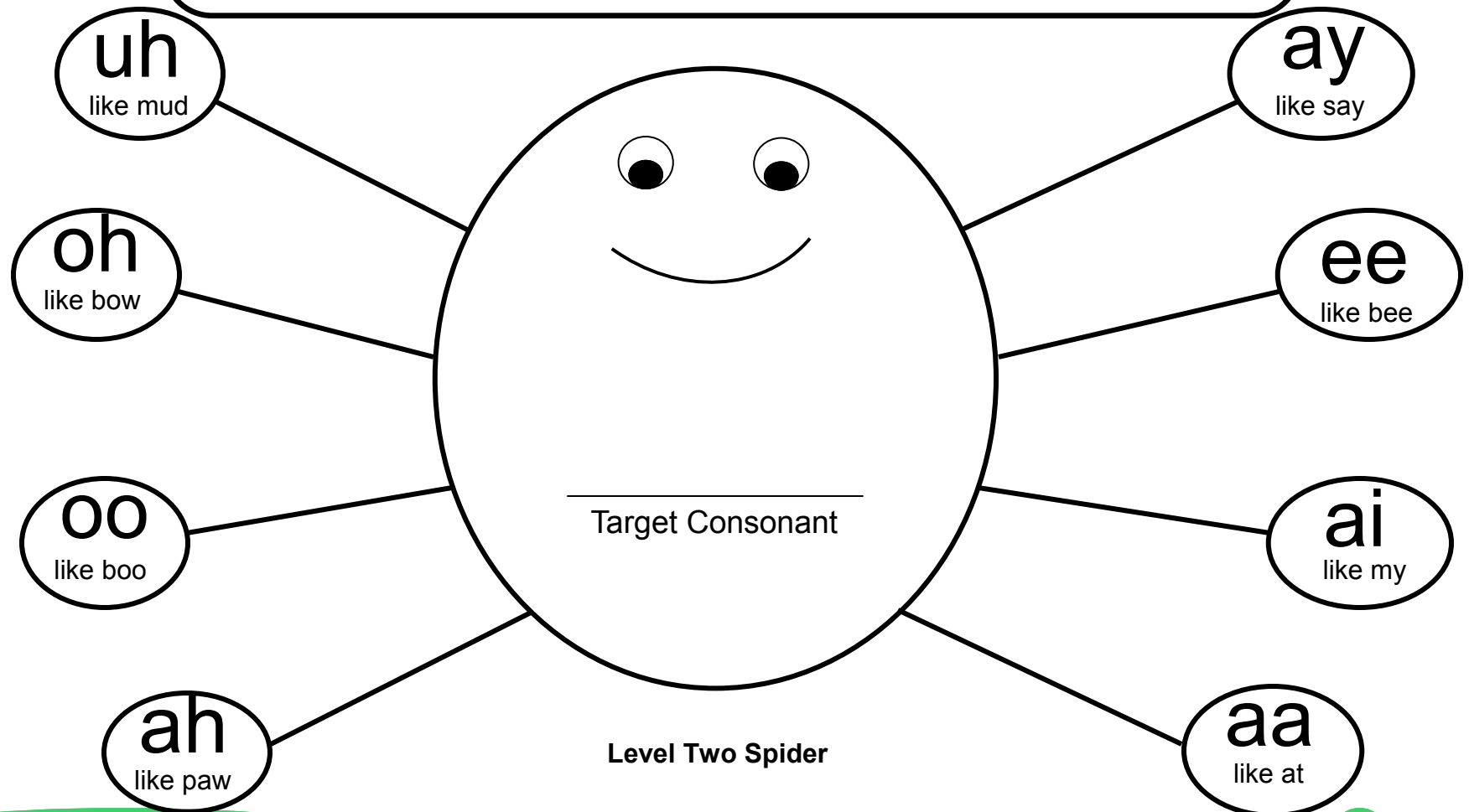


**TOP SECRET
MISSION**

Mission Two: Find His Friends!

Attention Secret Agent:

Congratulations!! You've found the missing sound. Now we need to see if we can put him back with his friends. Your mission, should you choose to accept it, is to take your sound and pair him up with his friends, the vowels. Use the spiders to help connect the sound with his friends.



Mission Three: Sounds in Words

Instructions

Show your child the mission sheet on the following page. Read your child the mission information.

For this mission you will help your child put the sound in single words. Eventually, you will want your child to be able to say the sound when it is at the beginning, middle, or end of the word, but I would recommend starting with just one position. Try a few words and see which is easiest for your child, when it's at the beginning, middle, or end. Then, create a list of words with the sound in that position. You can find pictures of those words on Google image search, in magazines, or by drawing them yourself. Then, put them all together on one page so your child has her own word list. You can make practicing these words fun by having your child say a few before taking each turn in a game or between fun activities like throwing a ball. Once your child can say the words in that position, try moving the sound to a different position in the word and creating a new word list.

When to Move On: When your child can say the sound about 80% of the time in all positions of words.

| Mission One Progress Tracking | | | | | | |
|---|--------|-------------------------|------------|-------------------------|--------|----------|
| Track each time your child tries to produce the target sound during this activity. If the child says it correctly, write a "+", if the child says it incorrectly, write a "o" | | | | | | |
| Find the percentage of sounds correct using the following formula: | | | | | | |
| _____ divided by _____ | | equals _____ | | times 100 equals _____% | | |
| Number of + | | Total number of + and o | | | | |
| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
| | | | | | | |

Week Two

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

Try to make this more fun by working it into activities that your child enjoys.

Tip: This mission can take many weeks to master. Be patient and print off a few of these sheets if you need more space for taking data.

**TOP SECRET
MISSION**

Mission Three: Whole Words

Attention Secret Agent:

Wow! You did a great job putting your sound with his friends. Now let's see if we can get that sound into longer words. Your mission, should you choose to accept it, is to practice saying your sound in whole words. See if you can put the sound at the beginning, in the middle, and at the end of the words.

Mission Four: Carrier Sentences

Instructions

Show your child the mission sheet on the following page. Read your child the mission information.

For this mission you will help your child put the words you practiced before into short phrases. You will pick one phrase each time your practice and have your child put each of the words from his word list into the phrase. Here are some examples of phrases you could use for this activity:

- I see a ____
- That's my ____
- ____ is cool
- I like ____
- ____ for sale!

If your child is having trouble getting these words into phrases, have him practice the word by itself again, then put a pause between the phrase and the word, like "I see a....ball." This will help your child prepare for the word

When to Move On: When your child can say the sound about 80% of the time in a variety of carrier phrases.

| Mission One Progress Tracking | | | | | | |
|---|--------|---------|-------------------------|----------|--------|----------|
| Track each time your child tries to produce the target sound during this activity. If the child says it correctly, write a "+", if the child says it incorrectly, write a "o" | | | | | | |
| Find the percentage of sounds correct using the following formula: _____ divided by _____ equals _____ times 100 equals _____% | | | | | | |
| Number of + | | | Total number of + and o | | | |
| Sunday | Monday | Tuesday | Wednes- day | Thursday | Friday | Saturday |
| | | | | | | |

Week Two

| Sunday | Monday | Tuesday | Wednes- day | Thursday | Friday | Saturday |
|--------|--------|---------|----------------|----------|--------|----------|
| | | | | | | |

Try to make this more fun by working it into activities that your child enjoys.

Tip: This mission can take many weeks to master. Be patient and print off a few of these sheets if you need more space for taking data.

**TOP SECRET
MISSION**

Mission Three: Phrases

Attention Secret Agent:

You're doing great! You are working so hard to get that sound back to where he needs to be. Your next mission, should you choose to accept it, is to help your sound make his way back into phrases. You will practice the same words as before but this time you will say it in a phrase. Good luck!

Instructions

Show your child the mission sheet on the following page. Read your child the mission information.

For this mission you will help your child put the words you practiced before into whole sentences. For each word on your child’s word list, have her create a sentence using that word. For example, if the word is “ball”, she could say “I have a blue ball” or “I like to throw the ball”.

Remind your child to slow down and take her time on these sentences. She will need to think very hard to get the sound right on the target word.

When to Move On: When your child can say the sound about 80% of the time in sentences.

Mission Five: Words in Sentences

Mission One Progress Tracking

Track each time your child tries to produce the target sound during this activity. If the child says it correctly, write a “+”, if the child says it incorrectly, write a “o”

Find the percentage of sounds correct using the following formula:

$$\frac{\text{Number of +}}{\text{Total number of + and o}} \text{ equals } \frac{\text{Number of +}}{\text{Total number of + and o}} \text{ times } 100 \text{ equals } \text{Percentage} \%$$

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

Week Two

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

Try to make this more fun by working it into activities that your child enjoys.

Tip: This mission can take many weeks to master. Be patient and print off a few of these sheets if you need more space for taking data.

**TOP SECRET
MISSION**

Mission Five: Sentences

Attention Secret Agent:

Excellent work, Agent! Now it's time to make some longer sentences with your sound. Your mission, should you choose to accept it, is to come up with a great sentence for each word on your word list. What is the silliest sentence that you can come up with??

Mission Six: Carry-Over

Instructions

Show your child the mission sheet on the following page. Read your child the mission information.

For this mission you will help your child use the target sound during more conversational speech. Instead of using very controlled sentences as we did in the last phase, we want him to start using the sounds in more natural-sounding speech. Each time you practice, try some of the activities on one of the following sheets.

This is the last mission! Once this mission is completed, the only thing left to do is to encourage your child to use his good sounds all of the time. You can work on this by having certain times of the day that are your “good speech sound” times. Start off with a short amount of time, such as while you’re driving somewhere or while eating dinner. Make sure your child knows that he must use that good speech sound during that time and that you will remind him if he forgets. Then, after that time, don’t nag him about it anymore. Eventually, increase the number of times you have “good speech sound” times throughout the day so that he is doing it more often and for longer.

Mission One Progress Tracking

Track each time your child tries to produce the target sound during this activity. If the child says it correctly, write a “+”, if the child says it incorrectly, write a “o”

Find the percentage of sounds correct using the following formula:

_____ divided by _____ equals _____ times 100 equals _____%
 Number of + Total number of + and o

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

Week Two

| Sunday | Monday | Tuesday | Wednes-day | Thursday | Friday | Saturday |
|--------|--------|---------|------------|----------|--------|----------|
| | | | | | | |

When you’re speaking to your child, say the sound wrong every once in a while and see if he catches you.

When your child produces the sound incorrectly, you can repeat it back to him with the error and see if he can fix it.

**TOP SECRET
MISSION**

Mission Six: Good Speech Time

Attention Secret Agent:

You're almost there! Now you just need to start saying your sound correctly all of the time and you will have officially found the missing sound and put him back where he belongs. Your final mission, should you choose to accept it, is to complete these activities to help get the sound back where he belongs -in your speech! You also have the mission of saying that sound correctly all of the time! That includes when you're talking with your family or to your friends and when you're at home and school. You know how to do it, just keep trying and soon you won't even have to think about it!

Speech Carry-Over Activities Rote Recall

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child perform each task below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.

Count as high as you can using your good speech sounds.

Recite a poem or nursery rhyme that you have memorized using your good speech sounds.

List the days of the week or the months in a year in order using your good speech sounds.

Say the pledge of allegiance using your good speech sounds.

Recite the alphabet using your good speech sounds.

Sing a favorite song using all of your good speech sounds.

Say your address and phone number using your good speech sounds.

Fill in a repeating line while reading a repeating line book with a parent using your good speech.

Sing "Happy Birthday" using all of your good speech sounds.

Speech Carry-Over Activities

Rapid Naming

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child name as many items in each category below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Vehicles



Foods



Clothes



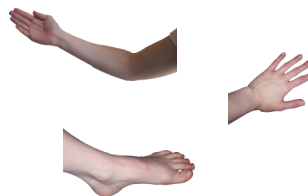
Drinks



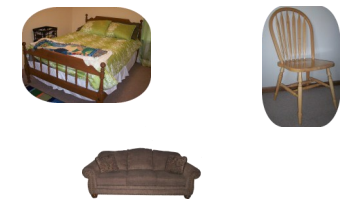
Toys



Actions



Body Parts



Furniture

Speech Carry-Over Activities

Describing Sequences

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child describe all of the steps to complete each activity below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Describe all of the steps to washing your hands.



Describe all of the steps to getting ready for bed at night.



Describe all of the steps to brushing your teeth



Describe all of the steps to making a bowl of cereal.



Describe all of the steps to painting a picture.



Describe all of the steps to making a peanut butter and jelly sandwich.



Describe all of the steps to taking a bath.

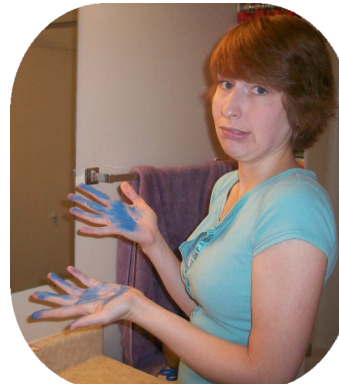


Describe all of the steps to putting your shoes and socks on.

Speech Carry-Over Activities

Story Starters

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child make up a story for each picture below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Speech Carry-Over Activities

Recall of Past Events

Use these activities to help your child generalize speech sounds that he can already say well in sentences. Have your child describe each of the events below but remind him to be focusing on the target sound he's working on. Help your child fix his error when you hear him say the sound incorrectly.



Tell me about your last birthday party.



Tell me about the last meal you had.



Tell me about the last time you went to recess.



Tell me about the last place you went.



Tell me about the last time you were sick.



Tell me about the coolest animal you ever saw.



Tell me about a dream you had.



Tell me about the last thing you drew or the last piece of art you made.