

# ALL-IN-ONE ARTICULATION PROGRAM AND MATERIALS KIT

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# SAMPLE!

**This PDF is a sample of this eBook.**

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- **Articulation Screener** • **Speech Sound Flashcards (Isolation)** •
  - **Sound Syllable Spiders** •
  - **Articulation Flashcards for All Sounds and Blends** ••
- Articulation Flashcards for Various Syllable/Word Shapes** ••
  - Structured Conversation Prompts** •
- **Carry-Over and Generalization Plan** • **Help for Mumbler** •

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**DISCLAIMER:** The advice and strategies in this book are not guaranteed to work for every child. The advice in this book should also not be used in place of going to see a licensed speech-language pathologist. If you are concerned about your child's speech or language skills, you should always seek professional help. This books is meant to supplement the advice of a licensed professional.



# STEP THREE: SOUND IN SINGLE WORDS

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Alright!  
It's finally time to use  
real words!

# SOUND IN SINGLE WORDS

## INSTRUCTIONS

1. Decide which position of the word you will work on the target sound: beginning, middle, or end. Eventually, you will want the child to do all positions but you should start with just one. You may want to start with whichever position is easiest for the child so he can have some success.
2. Locate the flashcards and worksheet at the back of this book for the target sound in that position. Print and cut out the flashcards.
3. Have the child say the words after you while you emphasize the target sound. Remind the child to use the target sound to say the words. If the child struggles to say the sound in the word, try having him say a non-sense syllable that starts the same way. For example, if the word is butter, have him say “buh” a few times, then move on to “butter”.
4. Once the child can repeat the words after you 80-90% of the time, have the child say the words on his own. Ask him, “what’s this”, for each picture and have him tell you what it is called. Again, remind him to use the correct sound. For now, we don’t care if other sounds in the word are incorrect, just the target sound.
5. Once the child can say the target sound (on his own) in that position of the word about 80-90% of the time, switch to the cards for a different word position (beginning, middle, or end). Keep doing this until the child has mastered all word positions.

## WHEN TO MOVE ON

Once the child is able to say the target sound in any position of single words about 80-90% of the time, you’re ready to move on. Make sure the child is able to do this each time you practice for a few days in a row.

If the child gets stuck on a certain word or group of words, try switching up your practice. You can try switching to a different position of the word (beginning, middle, or end), or just try other words with the sound in that position. Keep practicing and be patient. This step can take a long time!

# /v/ in the initial word position

Help your child practice saying these words at home. Here's what to do:

## HOW TO PRACTICE

- Imitation: Have your child repeat after you. Exaggerate the target sound when you say it.
- Spontaneous: Have your child say these on his own. If he doesn't say the target sound correctly, have him repeat it after you with the correct sound.

## WHAT TO SAY

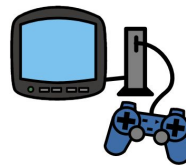
- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_\_" or "I see \_\_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.



vacuum



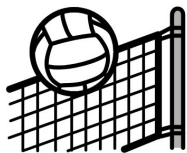
vanilla



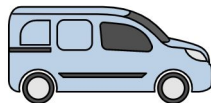
video game



volcano



volleyball



van



vase



vest



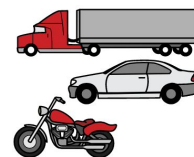
vegetable



valentine



violin



vehicle

# /v/ in the medial word position

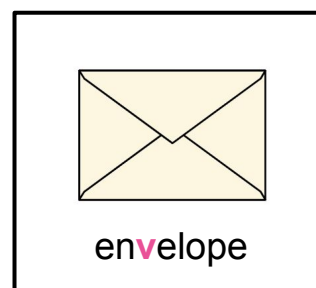
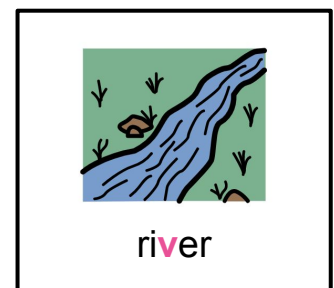
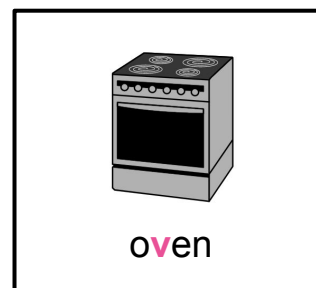
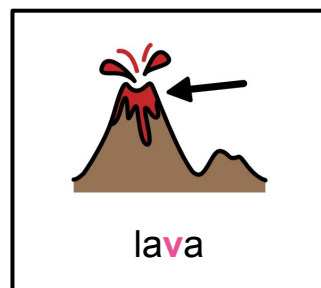
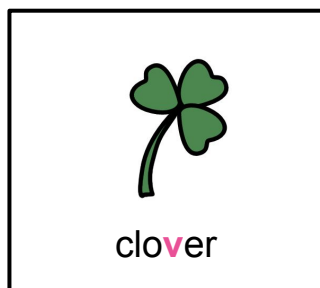
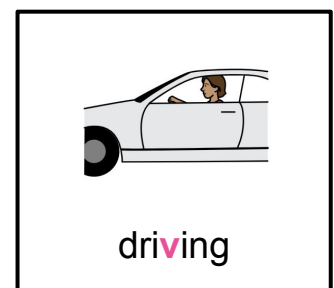
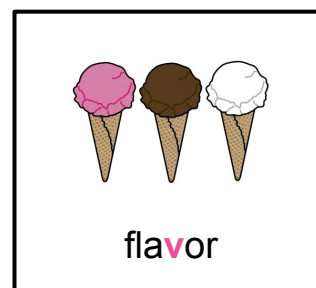
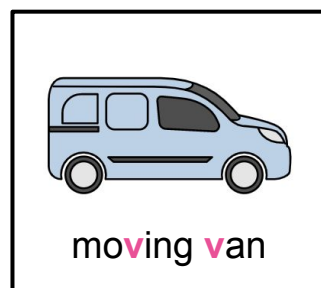
Help your child practice saying these words at home. Here's what to do:

## HOW TO PRACTICE

- Imitation: Have your child repeat after you. Exaggerate the target sound when you say it.
- Spontaneous: Have your child say these on his own. If he doesn't say the target sound correctly, have him repeat it after you with the correct sound.

## WHAT TO SAY

- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_\_" or "I see \_\_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.



# /v/ in the final word position

Help your child practice saying these words at home. Here's what to do:

## HOW TO PRACTICE

- Imitation: Have your child repeat after you. Exaggerate the target sound when you say it.
- Spontaneous: Have your child say these on his own. If he doesn't say the target sound correctly, have him repeat it after you with the correct sound.

## WHAT TO SAY

- Single Words: Have your child just say the single word.
- Phrases: Have your child say each word in a 2-3 word phrase, like "my \_\_\_" or "I see \_\_\_".
- Sentences: Have your child say the word in a sentence, either one you make up that he repeats or one that he makes up on his own.

