

Articulation Stories

Jennifer Preschern

Skill Areas: Articulation, Language, and Literacy
Age Level: 4 through 9
Grades: Pre-K through 4th



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About the Author



Jennifer Preschern, M.A., CCC-SLP, is a speech-language pathologist working for an elementary school on the north shore of Chicago. She has master's degrees from Northwestern University in speech-language pathology and in learning disabilities. Jennifer enjoys exploring the connection between spoken and written language and helping children become aware of their potential.

Dedication

To my parents, Clare and Max, and my brother, Tim, for their tireless love, encouragement, and positive attitudes. Also dedicated to my husband, Richard, who makes me want to be a better woman.

*Cover Design by Mike Paustian
Edited by Barb Truman
Page Layout by Jamie Bellagamba
Illustrations by Margaret Warner*

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Introduction

It is well known that children with early speech-language impairments may also have difficulty learning to read. As speech-language pathologists (SLPs) accept more responsibility for literacy development, the question arises, “How can I work on reading and writing without discontinuing other speech-language goals?” *Just for Kids: Articulation Stories* was created to help.

Contents

Just for Kids: Articulation Stories consists of nine thematic units containing stories and activities suitable for beginning readers. The lessons that follow each story can be reproduced and used as part of therapy or as homework. Family letters, pages 9-13, will help parents and caregivers understand and complete home practice. Each unit contains:

- a story loaded with the target phoneme in all positions
- a set of 10 reproducible picture cards for drill or games
- a worksheet to reinforce the sight words in the story
- picture search worksheets that focus on the target phoneme in each word position (initial, medial, final)
- a worksheet to extend the story into a written activity
- a barrier game for carryover

Articulation Therapy

The stories and activities were designed to provide practice for three of the most commonly misarticulated sounds: /s/, /r/, and /l/ in all word positions (initial, medial, final). You can focus work on one position per session by finding these target words in the stories or by using the picture search activities included in each unit. Suggested target words are listed at the bottom of the story and picture search pages. (You might challenge your students to find additional words for extra practice.) The tracking forms on pages 173 and 175 can be used to measure growth in each position. Examples of how to fill out these forms are on pages 172 and 174.

Literacy Work

The stories included in *Just for Kids: Articulation Stories* can help you provide intervention for the /s/, /r/, and /l/ sounds while simultaneously developing early reading skills, including sounding out phonetically regular words, memorizing common non-phonetic words, and using context to predict text. During speech-language therapy sessions, these stories can be treated as part of a guided reading lesson. First, you can do a “picture walk” through the story. Take time to describe the pictures in the story, predict the words in the text, and identify uncommon words. Then read the text with the student while encouraging the student to use strategies for any difficult word: sound it out, look for a phonetic pattern, and use the pictures. After each attempt, ask the student if the new guess makes sense.

Introduction, *continued*

These stories were developed with the early reader in mind. The majority of the words in the texts are high-frequency words from children's books. These words can be called "sight words" as children should recognize them instantly. Some of these sight words are phonetically regular (i.e., easy to sound out) and some are not. The rest of the words in the texts contain the target phonemes and can be predicted from the pictures.

Each unit also contains a writing activity that requires the student to use the target sound. Young students can orally dictate a story to practice carryover, write one or two sentences to answer the prompt, and/or draw a picture and describe it, using the target sound. Older students can write short essays and then read the essays to work on carryover.

Other Speech-Language Goals

In addition to meeting literacy and articulation goals, these stories can complement a speech-language caseload in other ways. The stories can be used as part of a phonemic awareness program. For instance, you can use the stories and activities to teach initial sound awareness. Since each story is loaded with a target phoneme, you can read a story to an entire class and have the students search for the target phoneme in the words and pictures. Then you or the classroom teacher can have each child design a picture using the barrier activity materials. Each child can cut, paste, and color the picture and take it home to share with family.

The stories can also be used to work on grammar and basic concepts. For example, in "The Many Colors of Shoes," personal pronouns are stressed (e.g., *he, she, it, her, ours*) and "Lisa Likes to Play" contains a number of prepositions (e.g., *in, with, under*). By reading the stories and completing the worksheets, these language skills will be reinforced.

The barrier activity materials can also be used to teach a number of receptive and expressive language goals. For example, you can use the barrier materials from "Singing Sam" to teach following directions and/or sequencing skills. You can take turns with the student to give directions on how to dress Sam using the materials and in what order.

With a little creativity, these materials can be used in many ways. Some suggested lesson plans are included on pages 7 and 8.

Lesson Plans

The following are suggested lesson plans for four 30-minute sessions using materials provided in this book. You will need to make copies of the cards and barrier game sheets in each unit.

Lesson 1:

- (5 minutes) Introduce the story. Look for pictures with the target sound. Describe what is happening in each picture. Predict what might happen next. Look for uncommon or difficult words and identify their meanings.
- (10 minutes) Read the story with the child. Encourage the child to use reading strategies to identify new words.
- (5 minutes) Drill the target phoneme with the articulation cards provided following the story.
- (5 minutes) Begin a homework sheet. Send the sheet home for continued practice.

Lesson 2:

- (5 minutes) Check the speech homework and review what the child remembers from the story.
- (5 minutes) Review any words the child struggled to decode during the previous lesson.
- (10 minutes) Drill the target words from the story.
- (5 minutes) Re-read the story together (or let the child read it aloud).
- (5 minutes) Begin a homework activity sheet and send it home for continued practice.

Lesson 3:

- (5 minutes) Check the speech homework.
- (5 minutes) Re-read the story with the child (or let the child read it aloud).
- (15 minutes) Using two copies of the articulation cards, play a game such as “Memory” or “Go Fish.”
- (5 minutes) Begin a homework activity sheet for the child to complete at home and/or send home a copy of the story for the child to read at home.

Introduction, *continued*

Lesson 4:

(5 minutes) Check and review the speech homework.

(5 minutes) Let the child read the story aloud to you.

(20 minutes) Using two copies of the barrier activity, name all the pictures. Point out the target sound in the pictures. Next place a visual barrier between you and the student. As the student completes his picture, have him describe what he is doing (e.g., “Place the shirt with the seven on Sam. Then put on the pants.”). Remind the student to focus on correct production of target sounds. Then take down the barrier and compare your pictures. If you follow his description, and his description is accurate, your pictures will be identical.

I hope the addition of *Just for Kids: Articulation Stories* to your professional library provides you with a valuable and fun resource that will allow you to effectively address your clients’ expanding needs.

Jennifer

Family Letter #1

Dear _____,

As part of my articulation therapy program, I will be sending home activities for you to work on with your child. Articulation therapy begins with saying target sounds in isolation (no words). As your child improves, we will work on sounds within words, then in sentences, and finally in conversation.

The level I will ask you to practice at home will always be one step easier than what we are working on in therapy. During home practice, please only practice at the level I have indicated. For instance, if the “word level” is indicated, do not try to correct the target sound(s) in your child’s conversation. This will inevitably lead to frustration for both you and/or your child. I’ve attached a sheet with some tips for each level. Please call me with any questions.

Sincerely,

Speech-Language Pathologist

Date

Note: The tip sheet for parents (*Articulation Hierarchy and Home Practice Ideas*) can be found on page 14.

Family Letter #2

Dear _____,

In speech class, your child is practicing the sound _____. For home practice, please use the attached cards to play "Go Fish" with your child. Here is a suggestion of how to play:

1. Go through the deck and name each picture.
2. Shuffle the deck.
3. Give each player four cards. Put the rest of the cards facedown in a pile.
4. Take turns asking the other player for a card that matches one of yours. If the other player has the card, he/she gives it to you. Place the match beside you on the table. If not, take a card from the facedown pile. Then it's the other person's turn. At the end of the game (when someone runs out of cards), the person with the most matches wins.

While you play, please have your child practice the _____ sound as follows:

- ☐ Say the word on each card when a match is made.
- ☐ Make a sentence about each picture when a match is made.
- ☐ _____.

Thanks!

Speech-Language Pathologist

Date

Family Letter #3

Dear _____,

In speech class, your child and I have been reading the attached story. For home practice, please let your child read this story with you. When your child is finished, have him/her do the following:

- ☐ Find the _____ words and pictures and say them.
- ☐ Find the _____ words and pictures and make up one sentence about each one.
- ☐ Talk about the story with you. Please listen for the _____ sound in your child's speech. Talk about how your child did and practice any missed words.

Thanks!

Speech-Language Pathologist

Date

Family Letter #4

Dear _____,

In speech class, your child and I have been reading the story _____. For homework, have your child complete the attached writing assignment about this story. After your child is finished, he/she can practice articulation as follows:

- ☐ Find the _____ words in the story and in the pictures. Practice saying these words.
- ☐ Find the _____ words in the story and in the pictures. Make up sentences using each of these words or read the sentences that contain these words. After each sentence, comment on how your child did and practice any missed words.
- ☐ Talk about the story or read the entire story. Please listen for the _____ sound in your child's speech. Comment on how your child does and practice any missed words.

Thanks!

Speech-Language Pathologist

Date

Family Letter #5

Dear _____,

In speech class, your child and I have been working on the sound _____ at the conversation level. Attached is a fun activity for you to do at home that will target the _____ sound in your child's conversation.

The goal of the activity is for you and your child to create two identical pictures by only using words and not by looking. Before you practice, place a visual barrier, such as an upright folder or book, between you and your child. Take turns describing and listening. The describer makes his/her picture and then describes it to the listener to recreate while saying the _____ sound correctly. Then take down the barrier and compare your pictures.

While you are playing, listen for your child's _____ sound. After each turn, practice any words that he/she missed.

Thanks!

Speech-Language Pathologist

Date

Articulation Hierarchy and Home Practice Ideas

1. Sound in Isolation Level

In speech class, we will practice producing the target sound by itself (e.g., sssss).

At home you can heighten your child's awareness of the target sound during a structured period every day. Read the speech story or another favorite story to your child and lengthen/ accentuate every target sound. Have your child identify words in your speech that have the target sound. Do not expect your child to practice throughout the day as this would be frustrating for both of you. Instead, create a special "speech time" during the day when you and your child can practice.

2. Word Level

In therapy, I will ask your child to produce target words with varying levels of help. At first I will have your child say the words after me and show him/her how to make the sound. As time progresses, I will provide models less frequently. Eventually, I will expect your child to say words that contain his/her sound independently. Some ideas for home practice follow:

- ☐ Practice saying the speech words for 5 minutes every day.
- ☐ Draw pictures of the target words and/or find pictures in magazines and newspapers.
- ☐ Read books with your child and have him/her find words with the target sound. After you find the words, have your child pronounce these words.

3. Sentence Level

In speech, I will ask your child to say and then make up sentences with words that contain his/her target sound while providing varying levels of help, much like the word level. At first, I may ask your child to repeat short phrases in which only one word changes. As your child improves, I will ask him/her to say longer sentences. Eventually, I will have your child create his/her own sentences. Some ideas for home practice follow:

- ☐ Make up silly sentences or rhymes with the target words.
- ☐ Read books with your child and ask your child questions that require a response using a word with the target sound.
- ☐ Listen to familiar songs with your child. Find words in the songs with the target sound. Have your child practice saying lines from the song with the target sound.

4. Conversation Level

In speech, I will be structuring activities in a way that allows your child to say the target sound many times during a structured conversation.

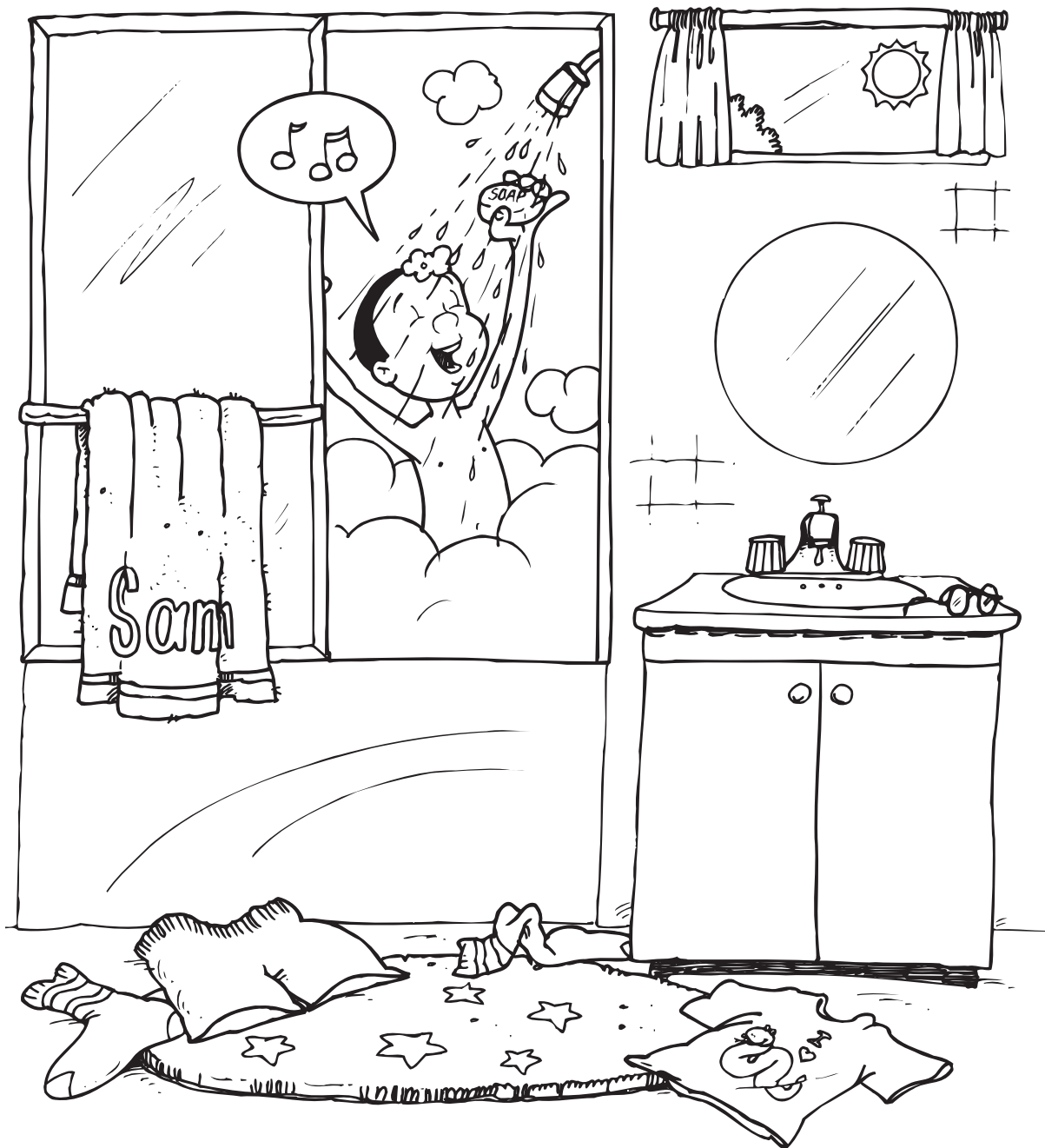
At home, do not expect 100% accuracy all the time. Also, please do not make your child repeat a word until the sound is perfect. This can be very frustrating for you and your child. Instead, brainstorm a list of words with your child that contain the target sound. Then tell your child, "Let's talk about your day. Let's see how many of these words you can use."

Singing Sam



1

/s/ words: Sam, sing, sun, glasses, notes, socks, shorts, stripes, scooter, slide, swing, snake



Sam likes to sing.

2

/s/ words: Sam, sing, soap, sun, sink, glasses, faucet, notes, socks, shorts, stripes, snake, stars



Sam sings to his mom.

3

/s/ words: Sam, sing, salt, soup, sandwich, glasses, notes, socks, shorts, dress, lettuce, stripes, scarf, stove, spoons, spider, snake



Sam sings to his dad.

4

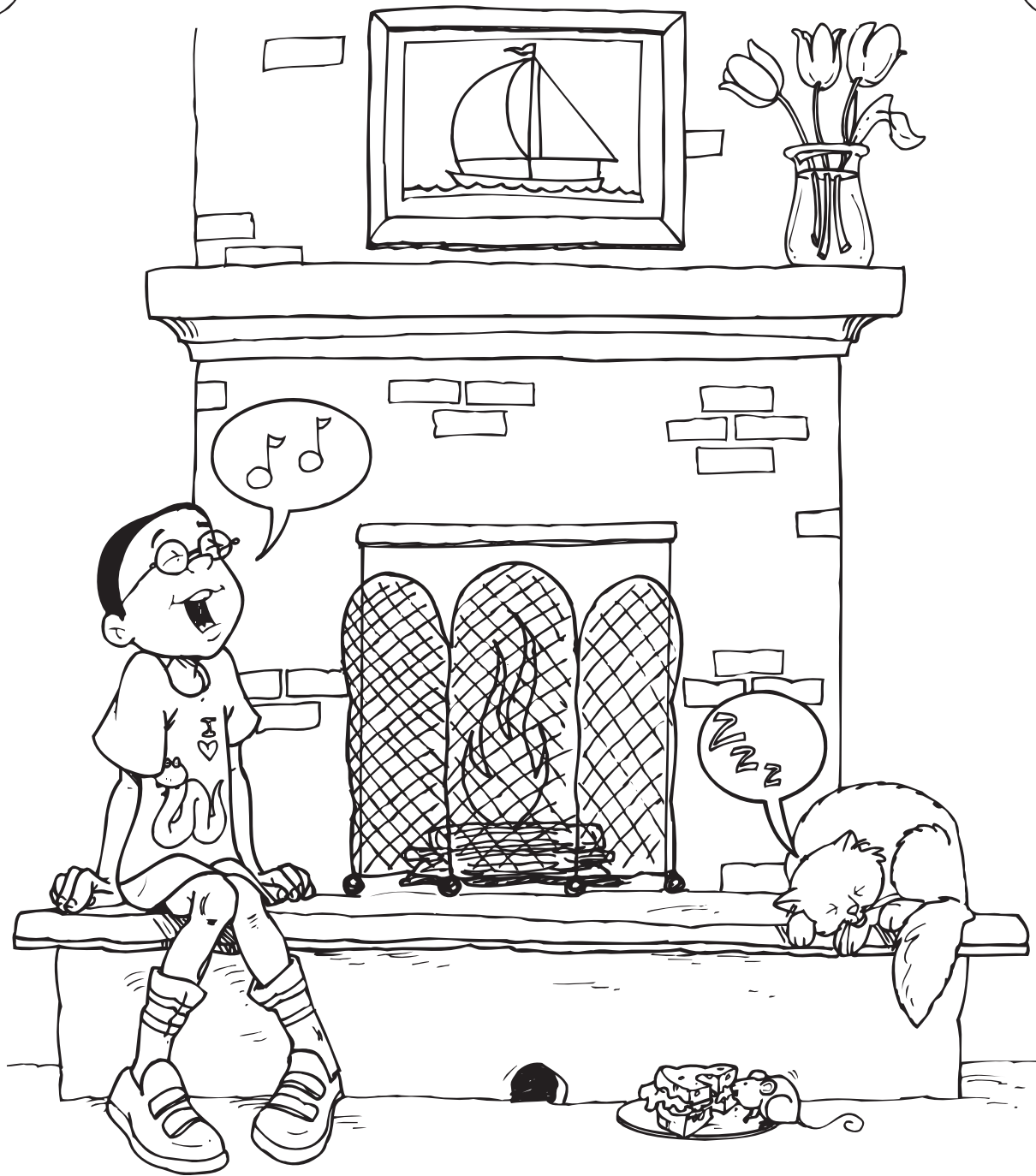
/s/ words: Sam, sing, sandwich, sun, sidewalk, sunglasses, mustache, bathing suit, glasses, muscles, outside, notes, shorts, socks, grass, house, stripes



Sam sings to his sister.

5

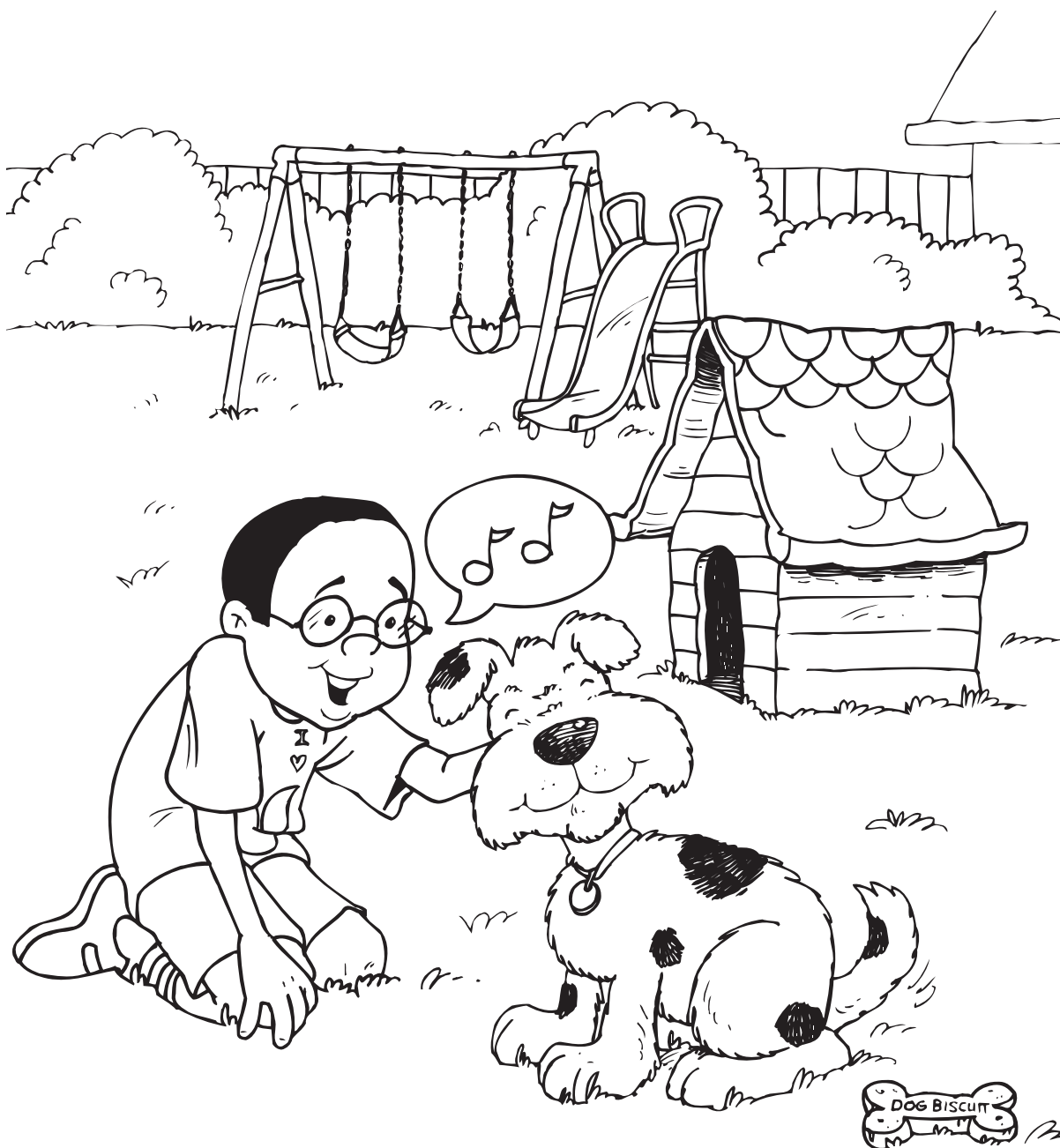
/s/ words: Sam, sing, soccer ball, seven, soup, sidewalk, glasses, braces, sister, notes, grass, cleats, socks, shorts, stripes, stop sign, scooter, scarf, smile, store



Sam sings to his cat.

6

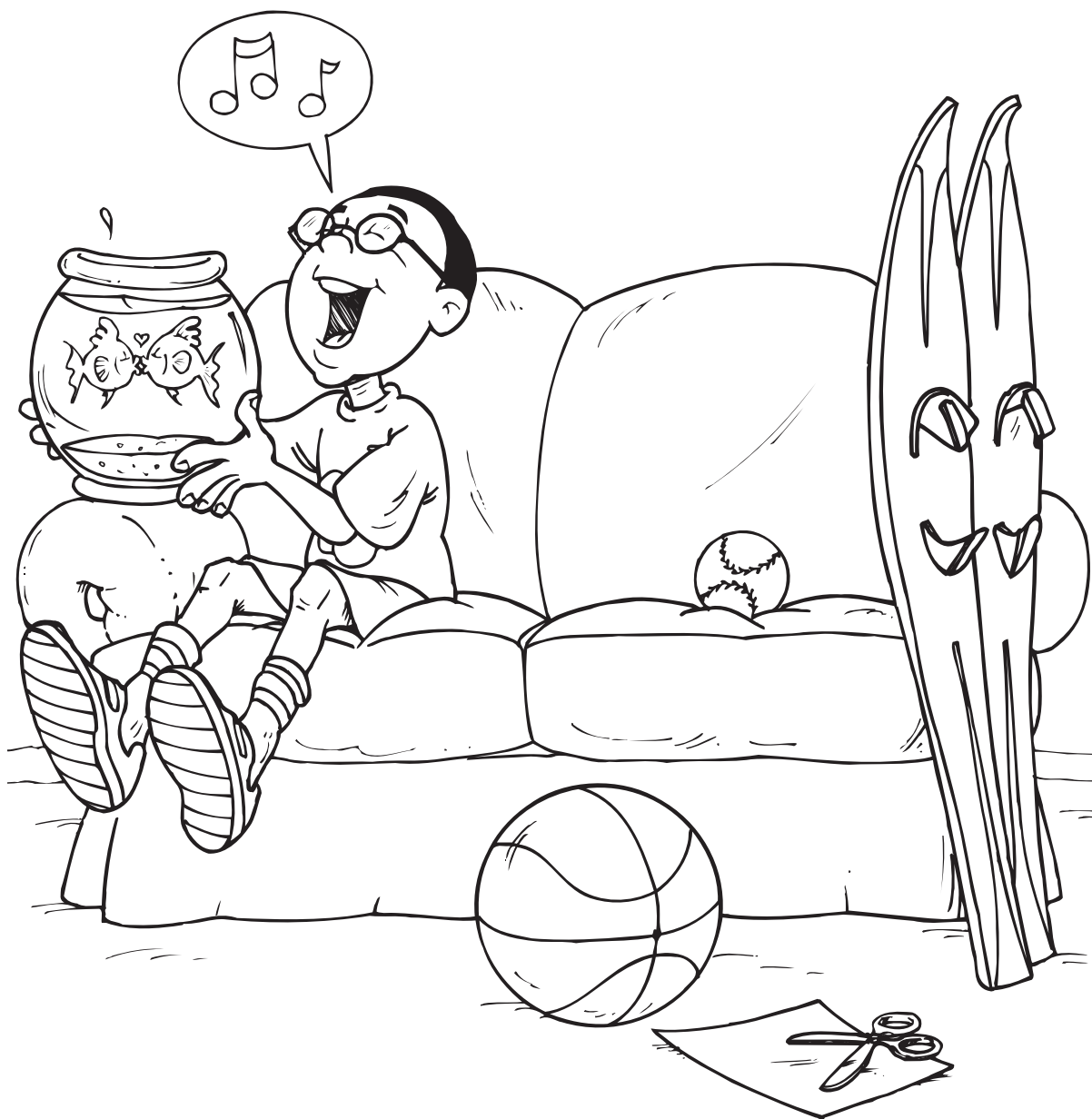
/s/ words: Sam, sing, sailboat, sandwich, glasses, socks, shorts, notes, fireplace, vase, tulips, mouse, lettuce, sleep, snake, stripes



Sam sings to his dog.

7

/s/ words: Sam, sing, glasses, biscuit, outside, notes, grass, fence, doghouse, shorts, socks, spots, slide, swings, stripes



Sam sings to his fish.

8

/s/ words: Sam, sing, sofa, scissors, kissing, glasses, baseball, basketball, notes, socks,
shorts, stripes, skis



Sam sings himself to sleep.

9

/s/ words: Sam, sing, dinosaurs, glasses, poster, books, notes, stuffed dinosaur, desk, asleep/sleep

/s/ Articulation Cards

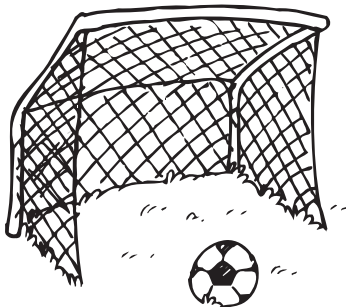
Cut apart these cards and use them for drill or games.



sing



soup



soccer



soap



glasses



baseball



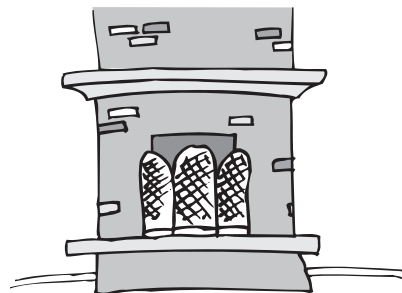
basketball



grass



mouse



fireplace

/s/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

1. This is Sam.



2. This is _____ dog.



3. Sam sings _____ his dog.



Word Bank

his

to

4. This is _____ mom.



5. Sam sings _____ his mom.



6. This is _____ dad.



7. Sam sings _____ his dad.



Family: After your child completes this worksheet, practice saying /s/ in:

☐ words—Practice these words: Sam, sing, _____.

☐ sentences—Read the sentences above.

☐ conversation—Talk about things Sam does in the story.

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound in the beginning of the word. Circle them.



Family: Please practice the /s/ sound in:

- ☐ words—Name each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. What is Sam's sister using as her goal?

Answer: salt, soup, soccer, sink, Sam, sandwich, seven, sister, scarf, snake, spoon

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound in the middle of the word.
Circle them.



Family: Please practice the /s/ sound in:

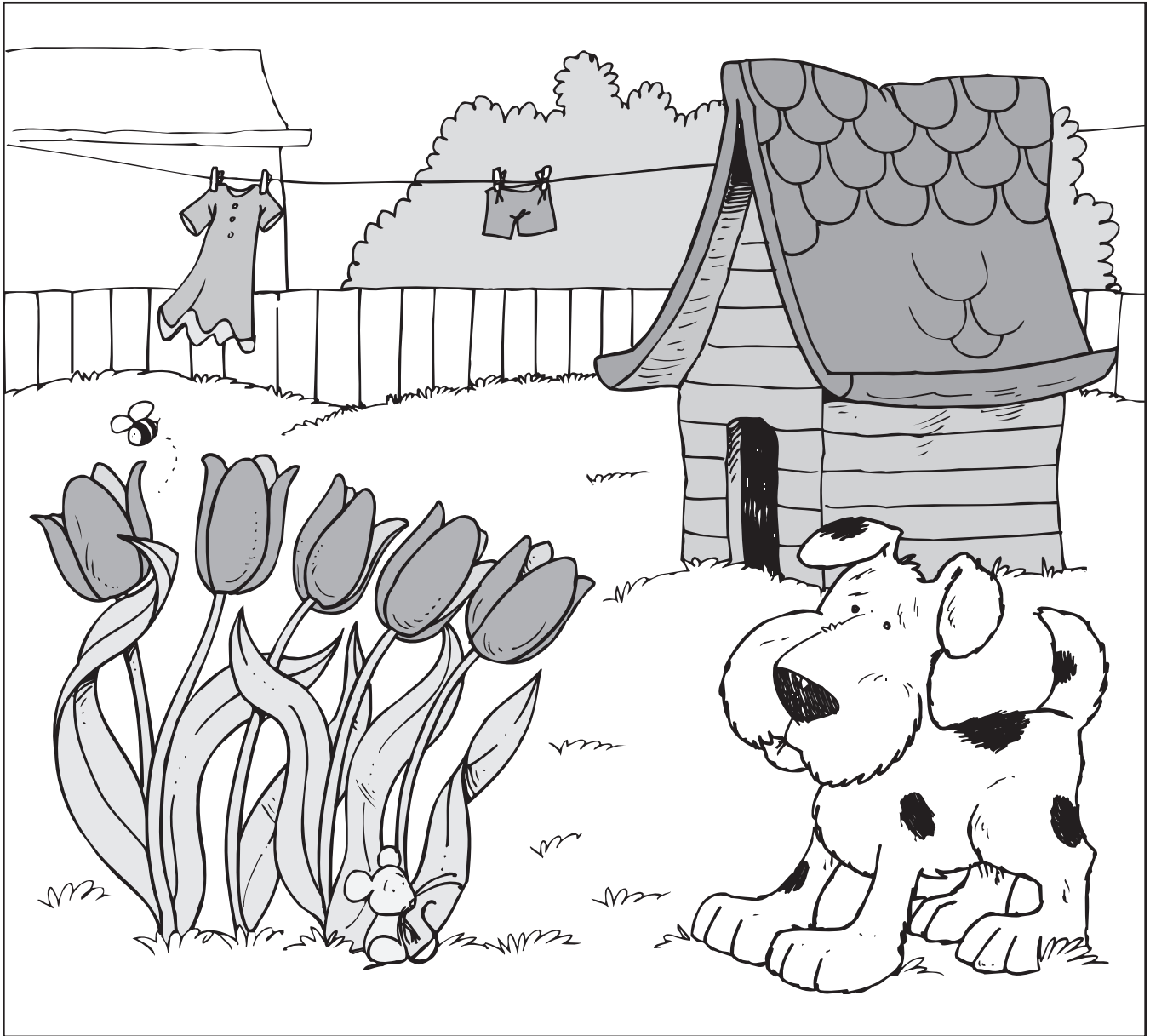
- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. Where do you think Sam's dad is going?

Answer: kissing, glasses, baseball, muscles, desk, basketball

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound at the end of the word.
Circle them.



Family: Please practice the /s/ sound in:

- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. What do you think is happening?

Answer: shorts, dress, mouse, tulips, grass, fence, house, spots

/s/ Writing Activity

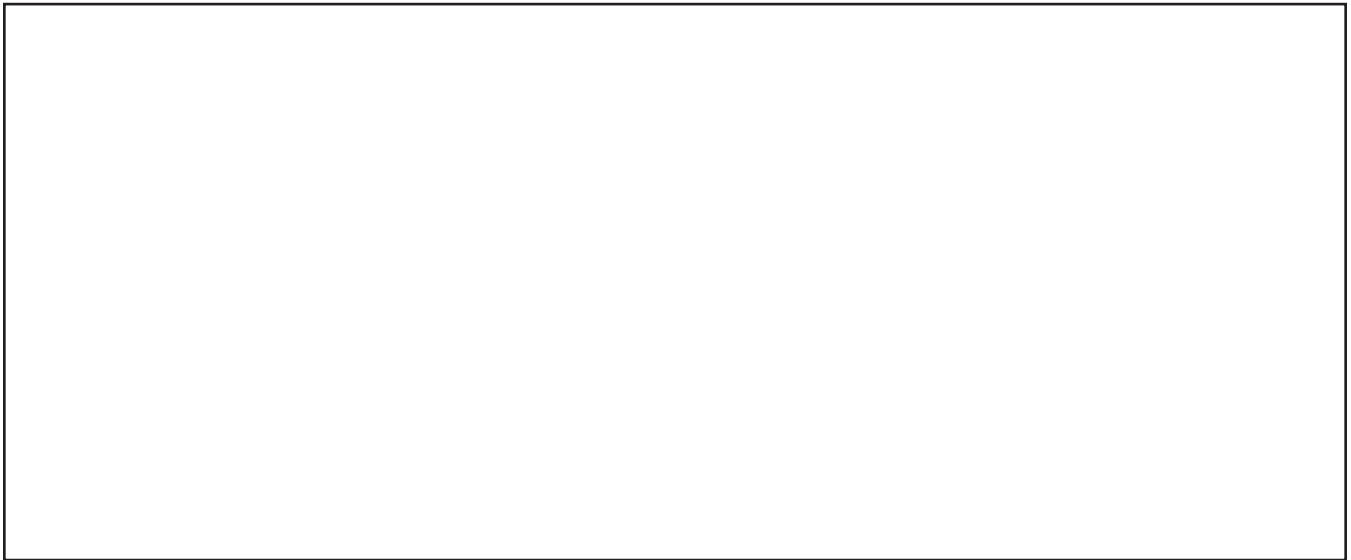
Name _____

In the story, "Singing Sam," Sam likes to sing all day long. What do you like to do all day long?

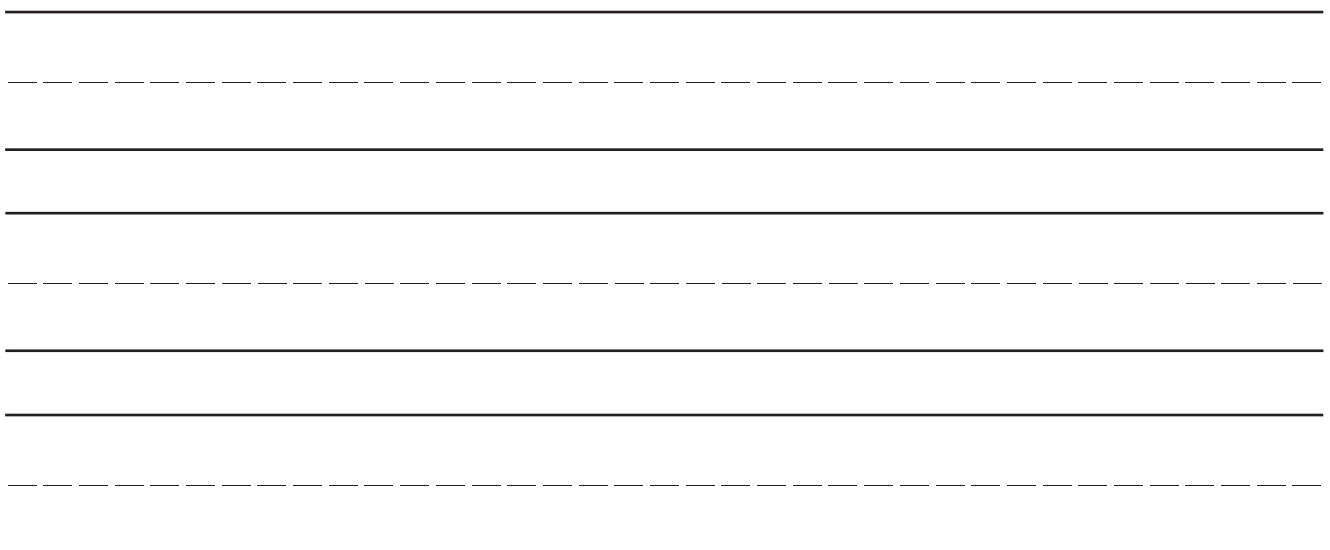
Think of things you do that have an /s/ sound. Here are some ideas to get you started: study, sports, dance.



Draw a picture of something you like to do.



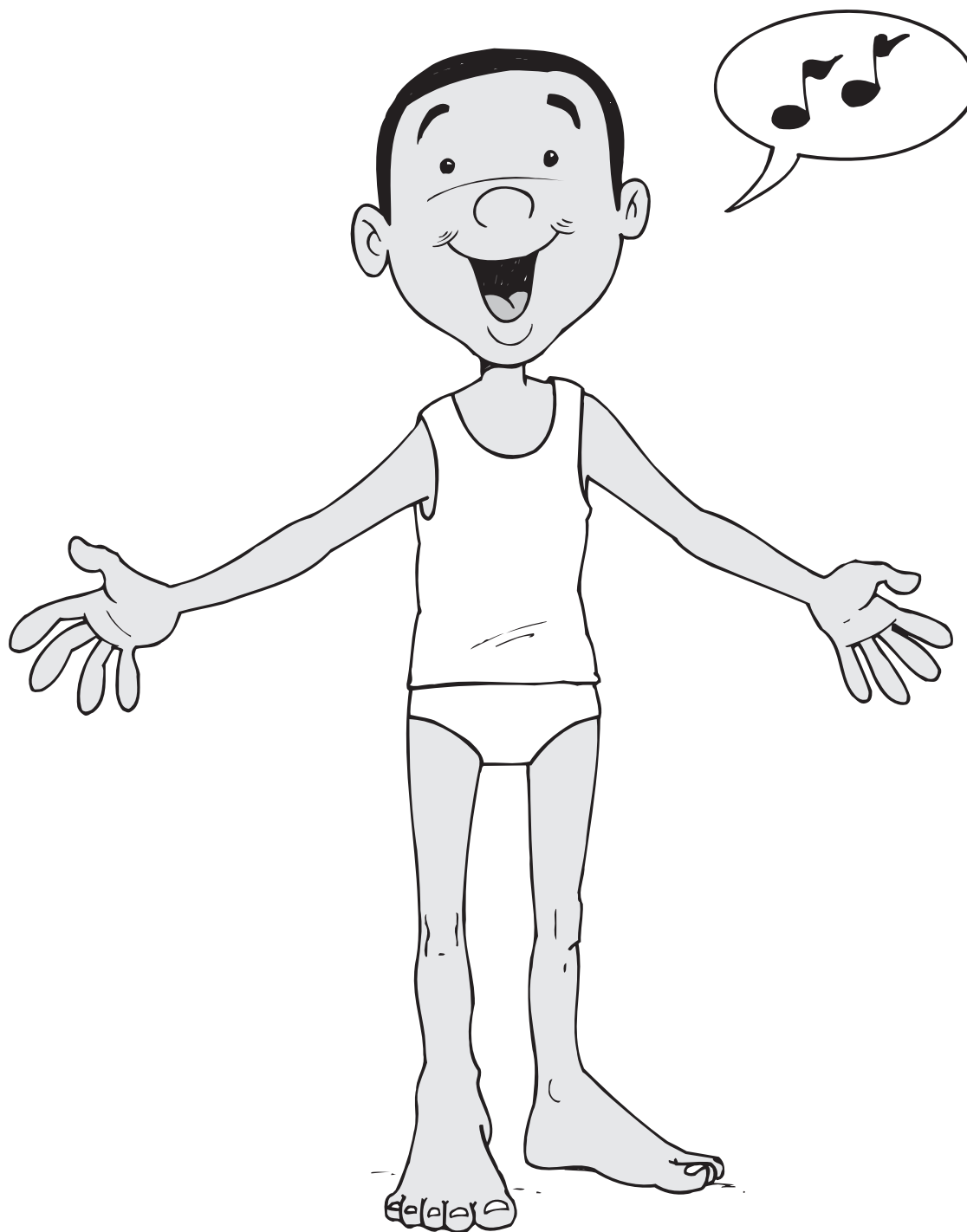
Write about it.



/s/ Barrier Game

Name _____

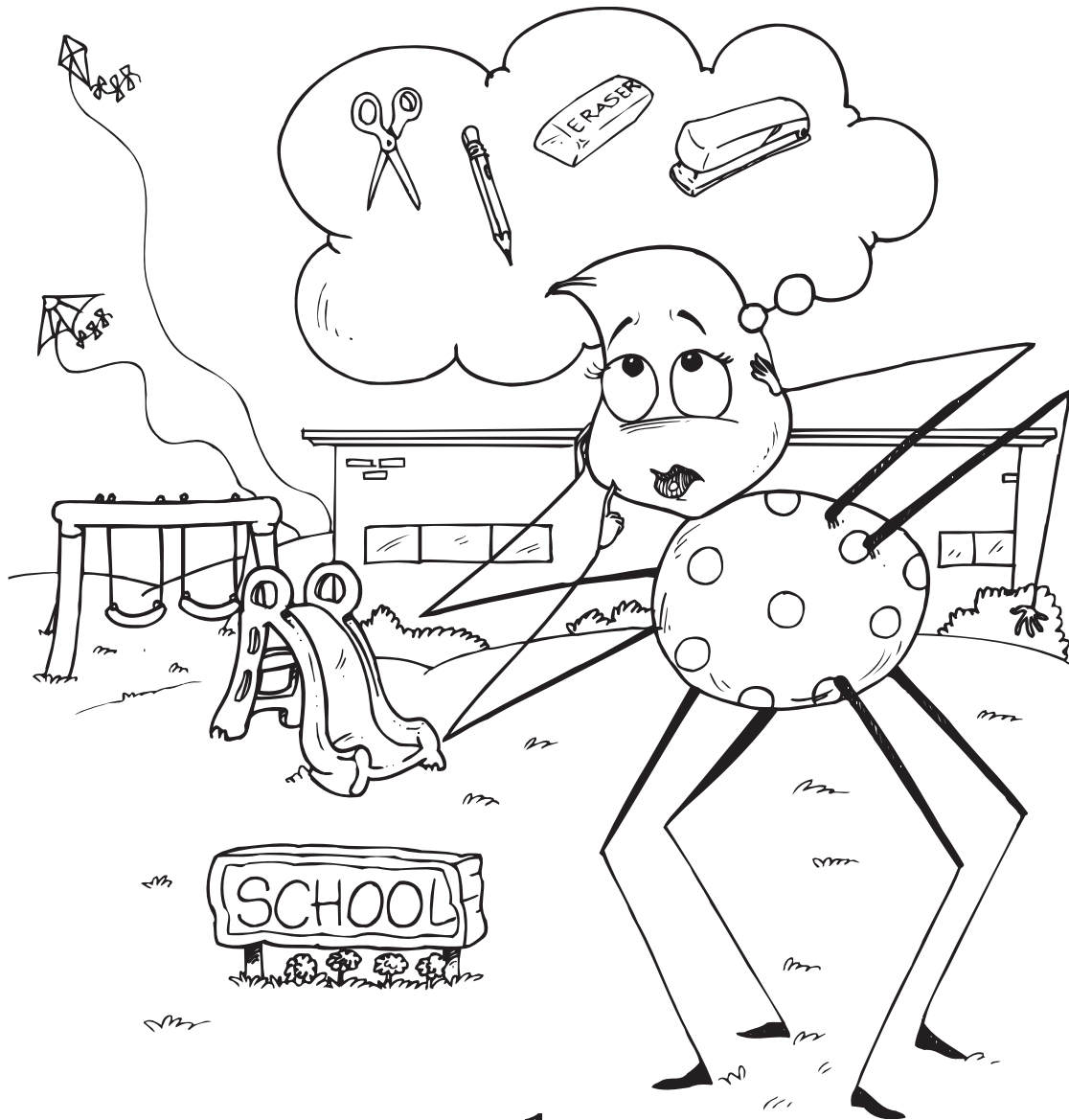
Use this page with the pictures on page 31.



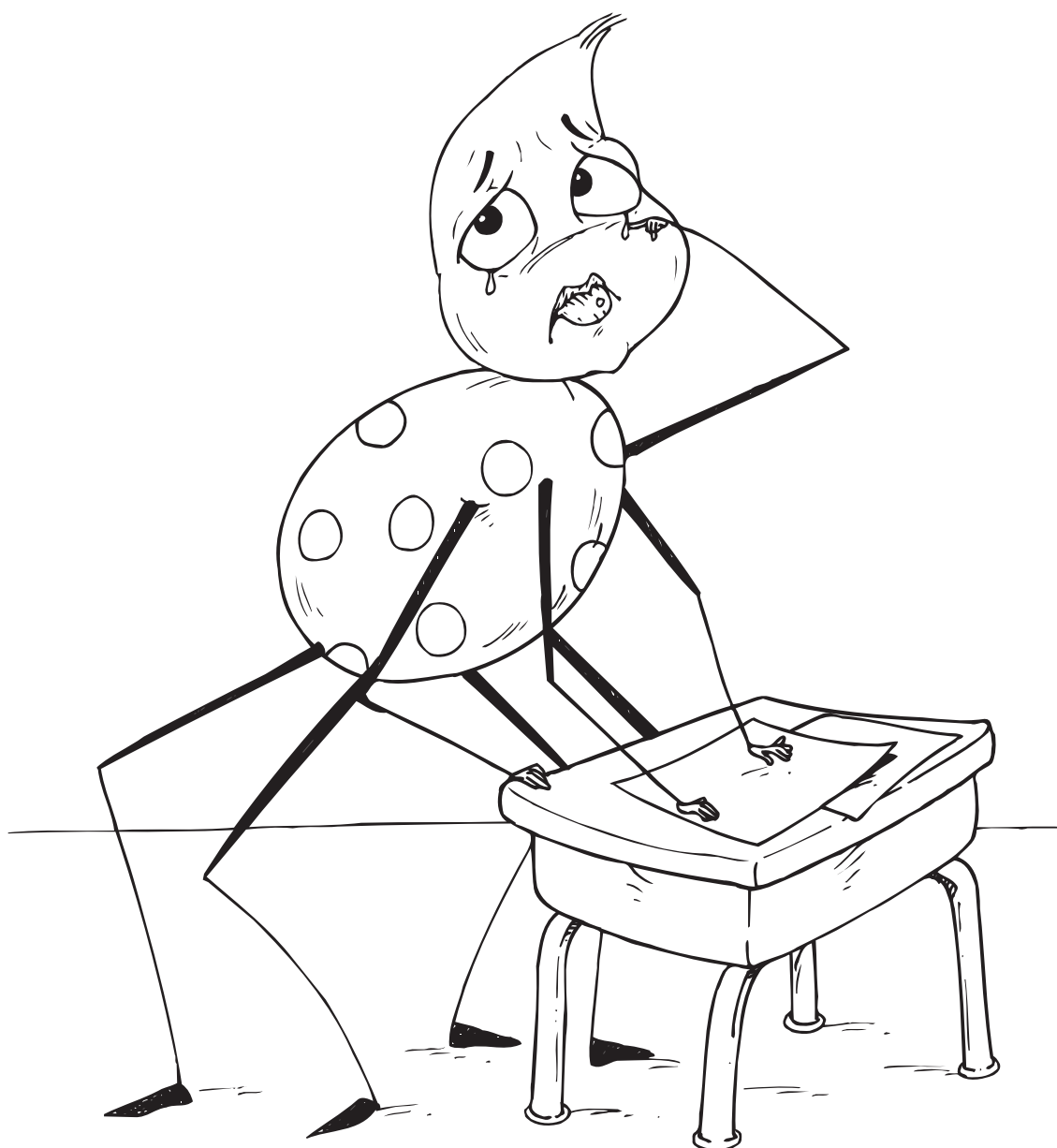
Cut out these pictures and use them to dress Sam on page 30.



The Missing School Supplies



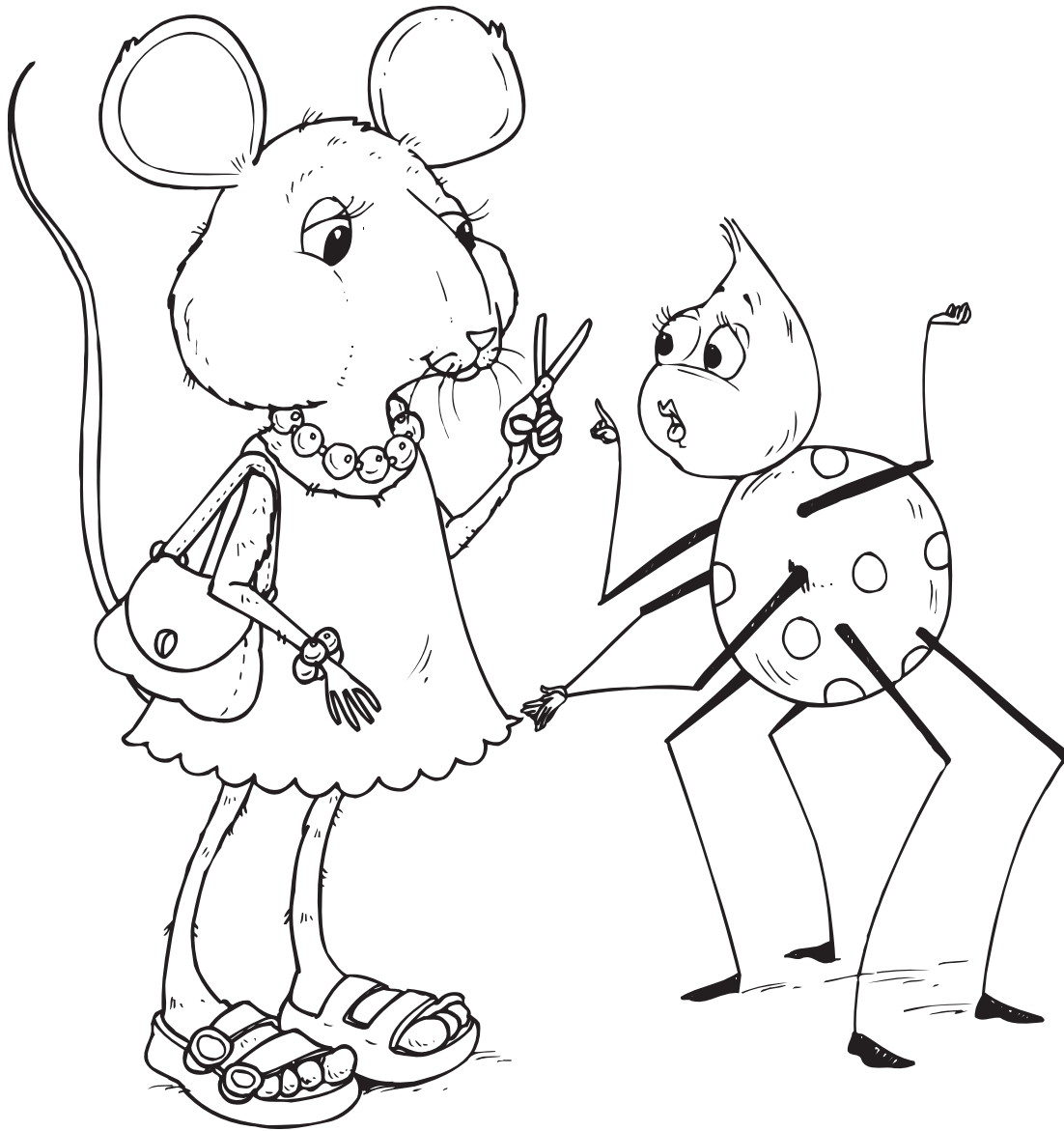
/s/ words: sign, scissors, pencil, eraser, missing, grass, kites, spider, school, stapler, slide, swings, sky, spots, school supplies, string



Spotty, the spider, lost all of her
school supplies.

2

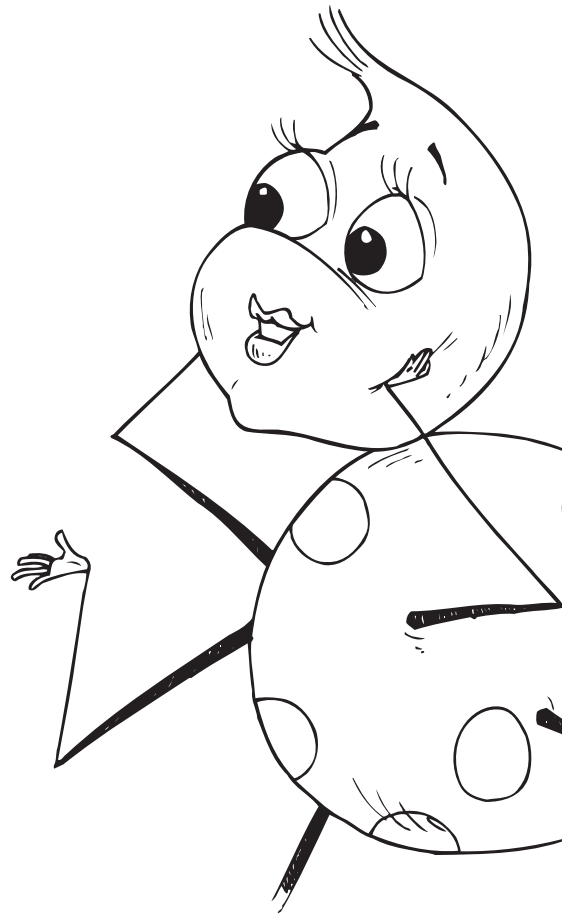
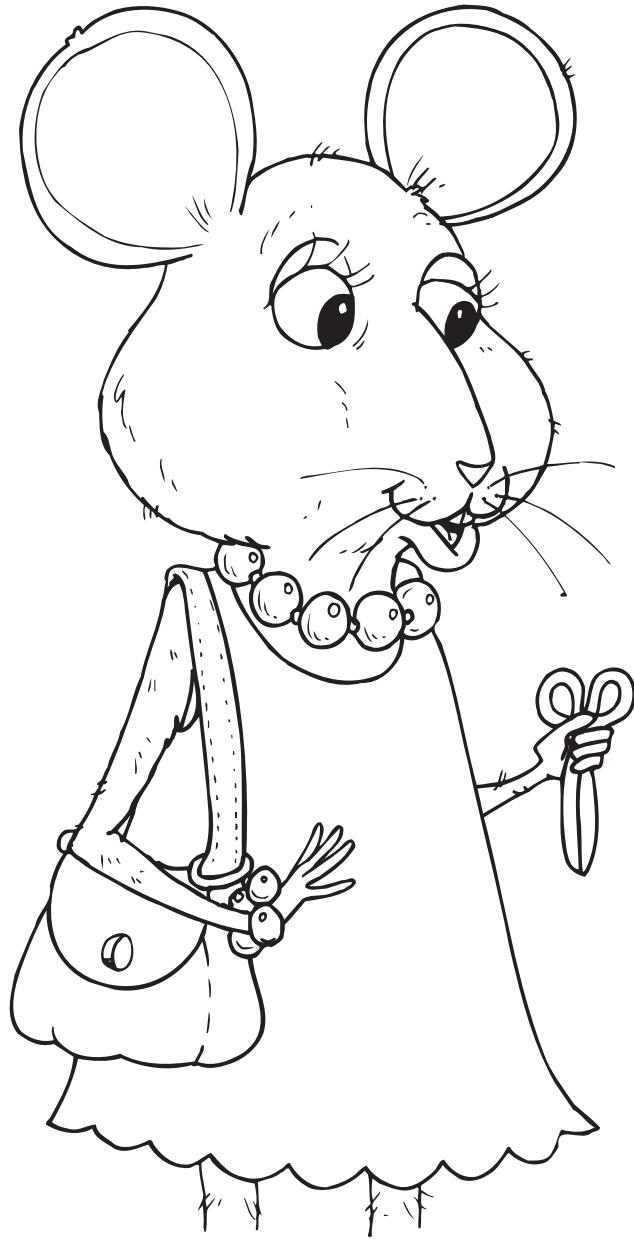
/s/ words: sad, classroom, face, spots, Spotty, spider, school supplies, stand, desk, lost



Spotty asks Mouse, “May I use your
scissors?”

3

/s/ words: sandals, scissors, bracelet, whiskers, Mouse, purse, necklace, dress, spots,
Spotty, spider, straps, asks



Mouse says, "Yes."

4

/s/ words: says, scissors, bracelet, whiskers, necklace, purse, Mouse, yes, dress, spots,
Spotty, strap



Spotty asks Squirrel, “May I use your pencil?”

5

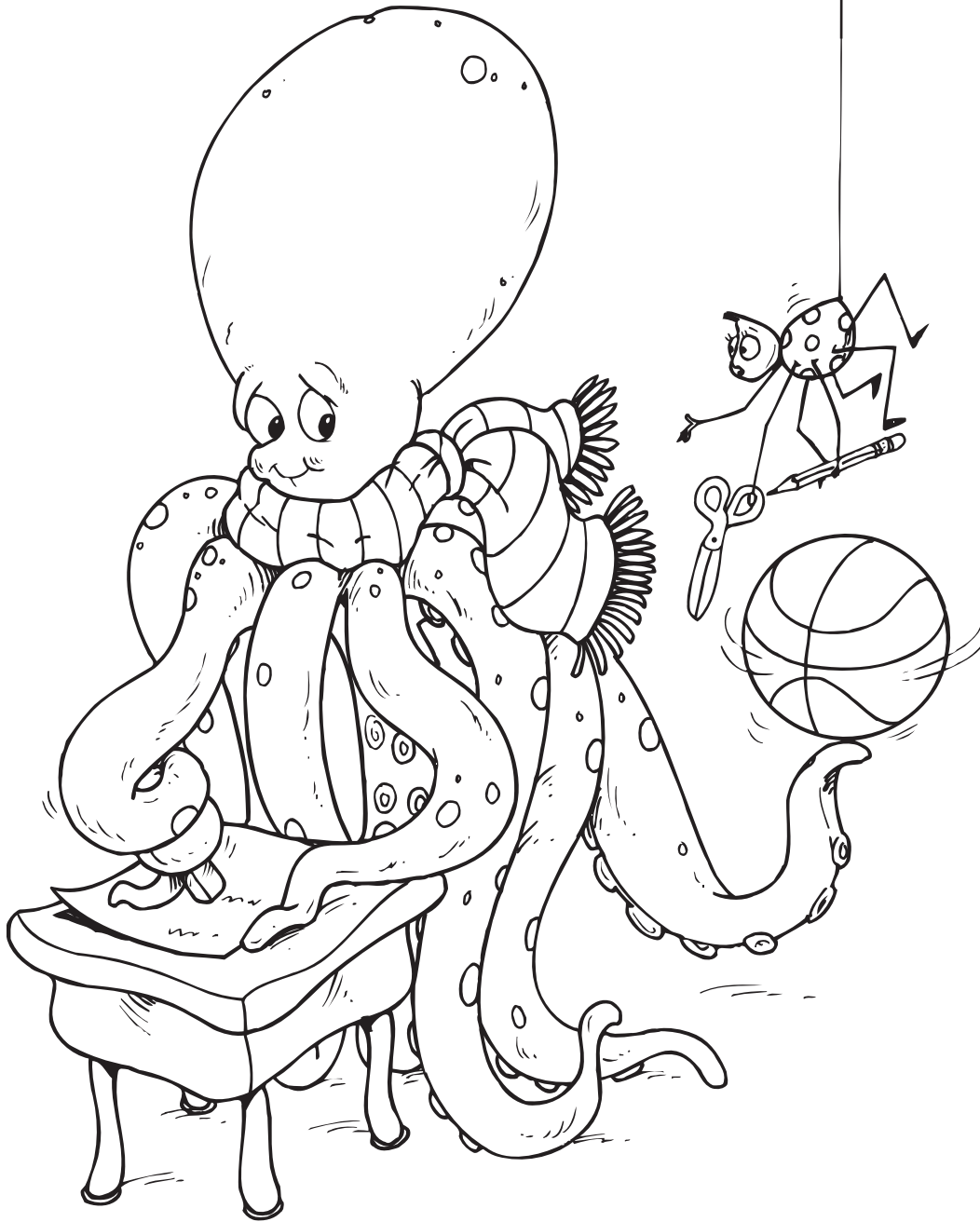
/s/ words: scissors, pencil, shoelaces, whiskers, pants, spots, Spotty, spider, Squirrel, asks



Squirrel says, "Yes."

6

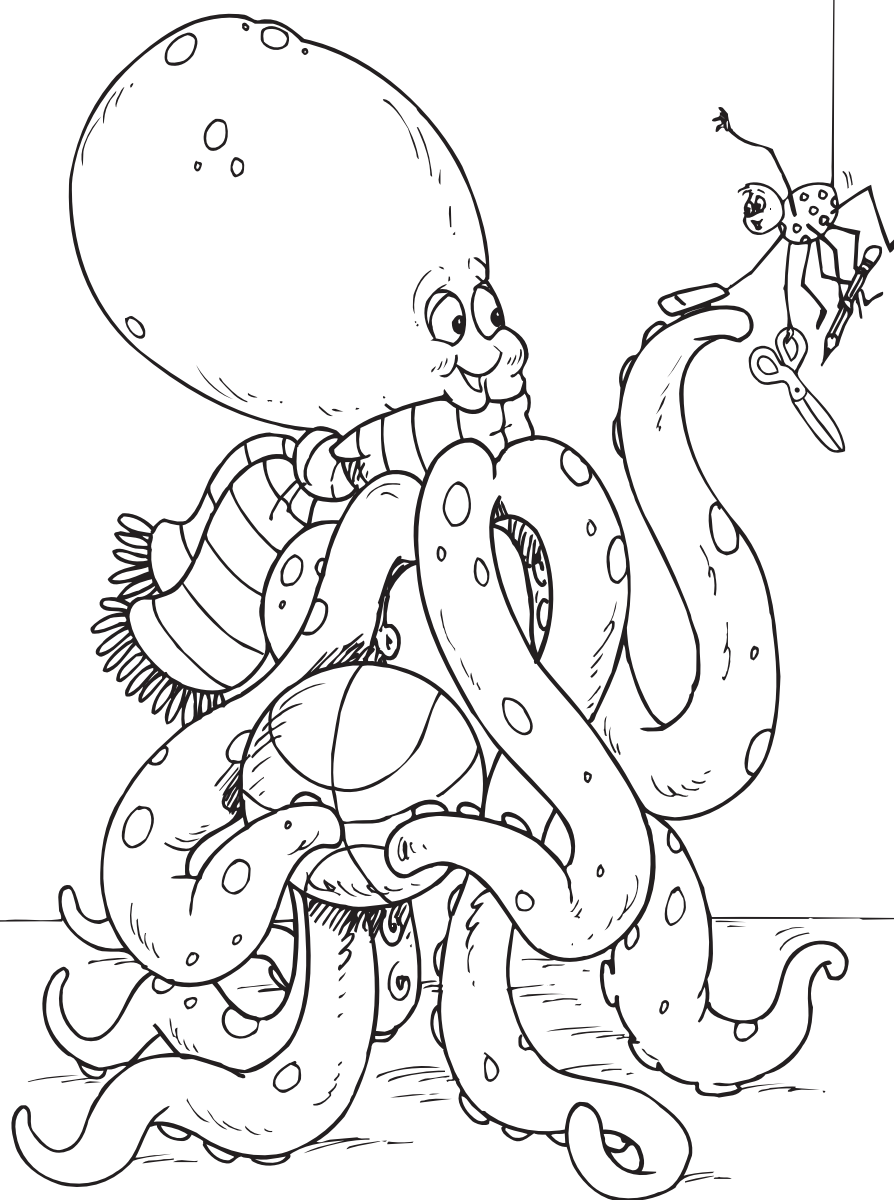
/s/ words: says, scissors, pencil, whiskers, yes, spots, Spotty, spider, Squirrel



Spotty asks Octopus, “May I use your eraser?”

7

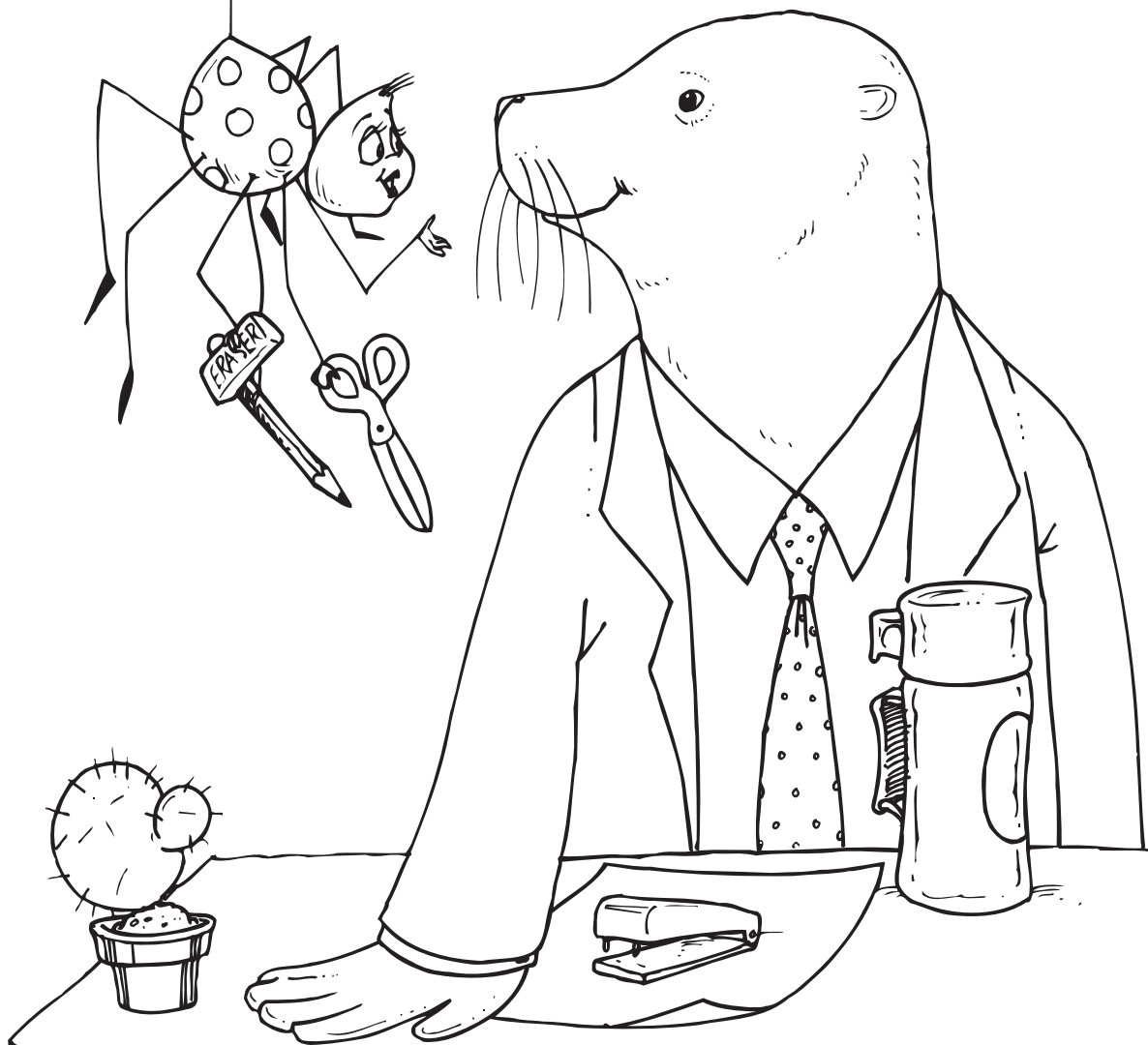
/s/ words: scissors, pencil, eraser, Octopus, spots, Spotty, spider, scarf, stripes, basketball, desk, asks



Octopus says, "Yes."

8

/s/ words: says, scissors, pencil, eraser, yes, Octopus, spots, Spotty, spider, scarf, stripes, basketball



Spotty asks Seal, "May I use your stapler?"

9

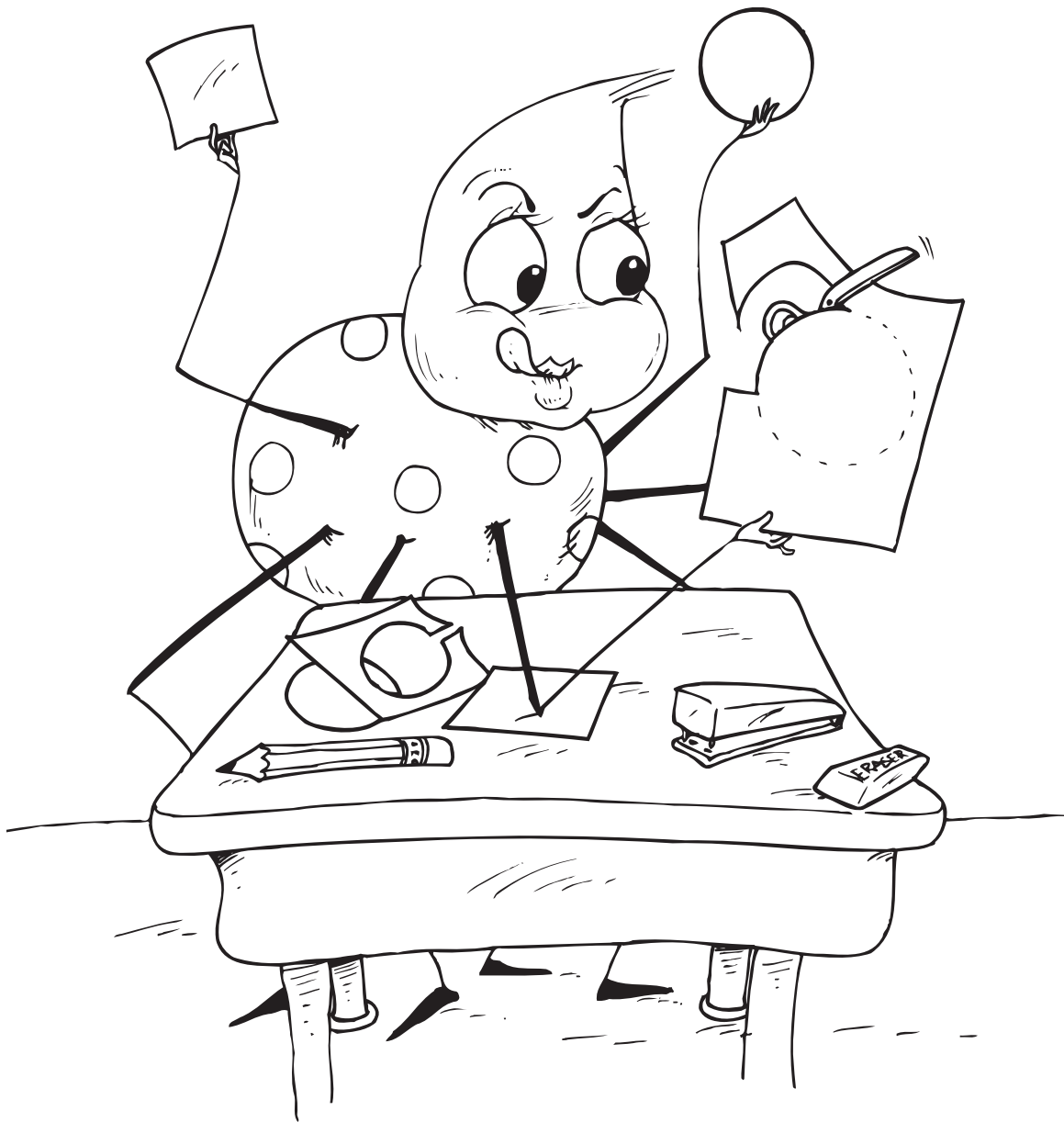
/s/ words: scissors, Seal, suit, eraser, pencil, whiskers, thermos, cactus, spots, Spotty, spider, stapler, desk, asks



Seal says, "Yes."

10

/s/ words: Seal, suit, says, scissors, eraser, pencil, whiskers, yes, stapler, spots,
Spotty, spider



Spotty does her work.

11

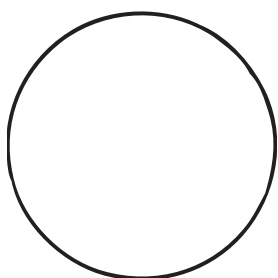
/s/ words: circles, scissors, pencil, eraser, spots, Spotty, spider, stapler, desk, squares

/s/ Articulation Cards

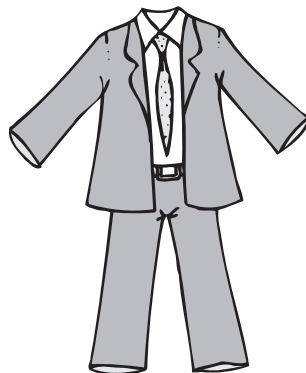
Cut apart these cards and use them for drill or games.



Seal



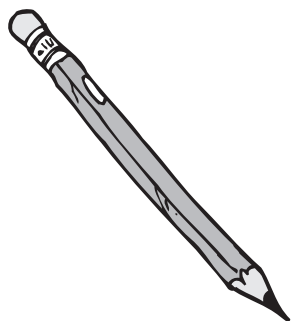
circle



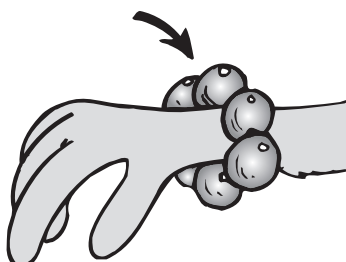
suit



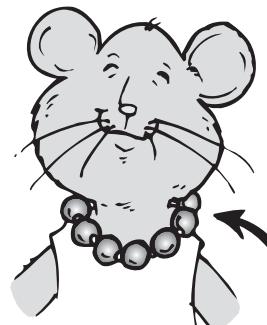
eraser



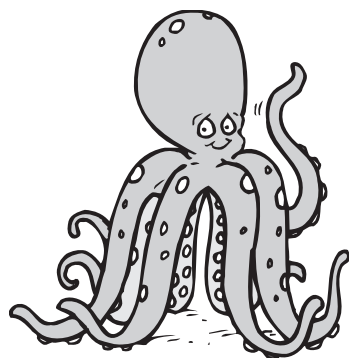
pencil



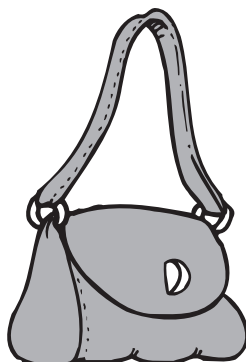
bracelet



necklace



Octopus



purse



Mouse

/s/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

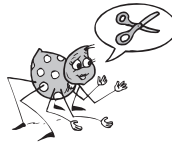
1. Spotty _____, "Hello!"



2. These are _____ scissors.



3. _____ I use your scissors?



4. Where are _____ scissors?



5. Spotty _____, "Thanks!"



6. The teacher _____, "Do your work."



Word Bank

may

your

says

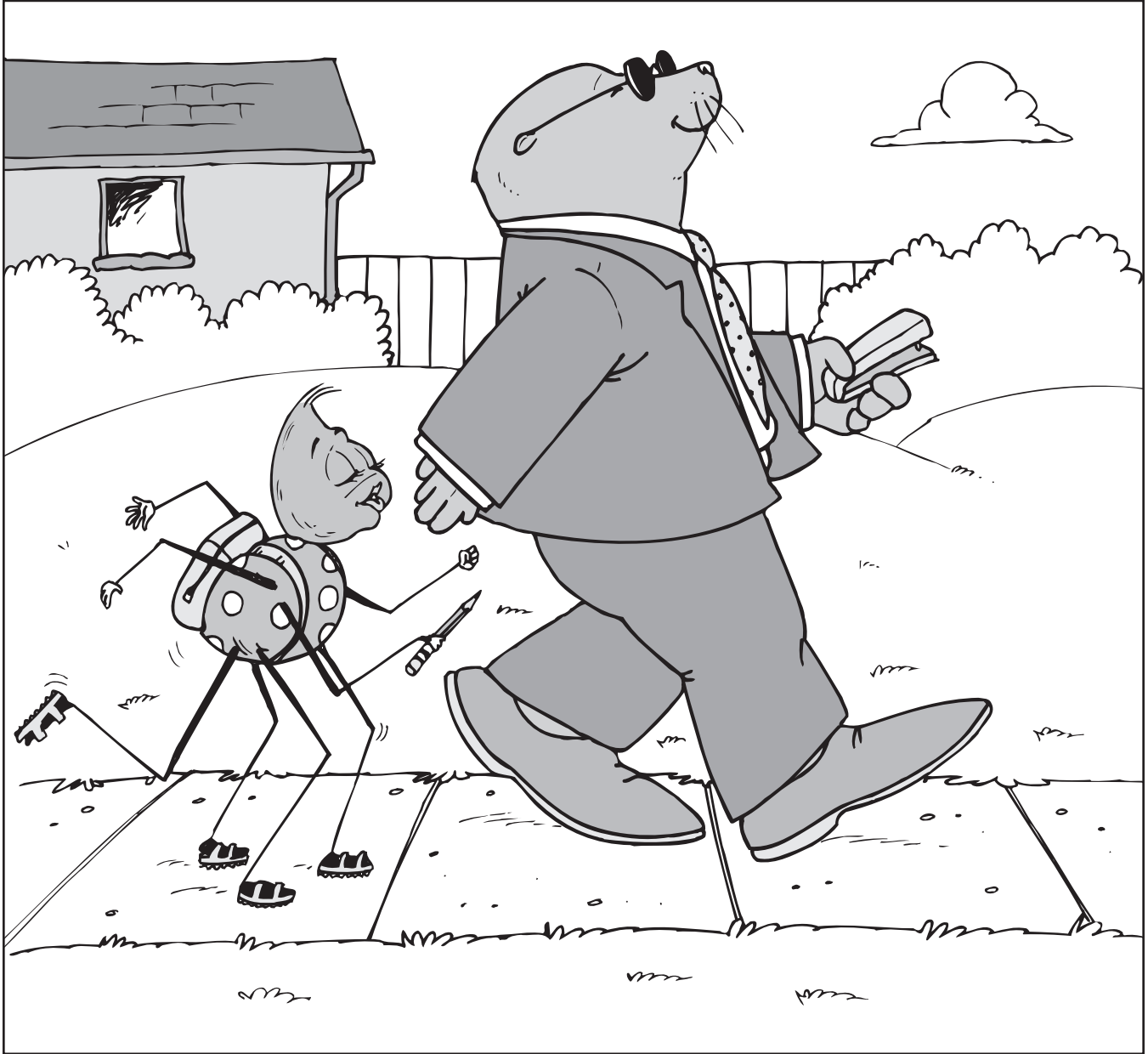
Family: After your child completes this worksheet, practice saying /s/ in:

- ☐ words—Practice these words: spider, scissors, _____.
- ☐ sentences—Read the sentences above.
- ☐ conversation—Talk about things Spotty does in the story.

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound in the beginning of the word. Circle them.



Family: Please practice the /s/ sound in:

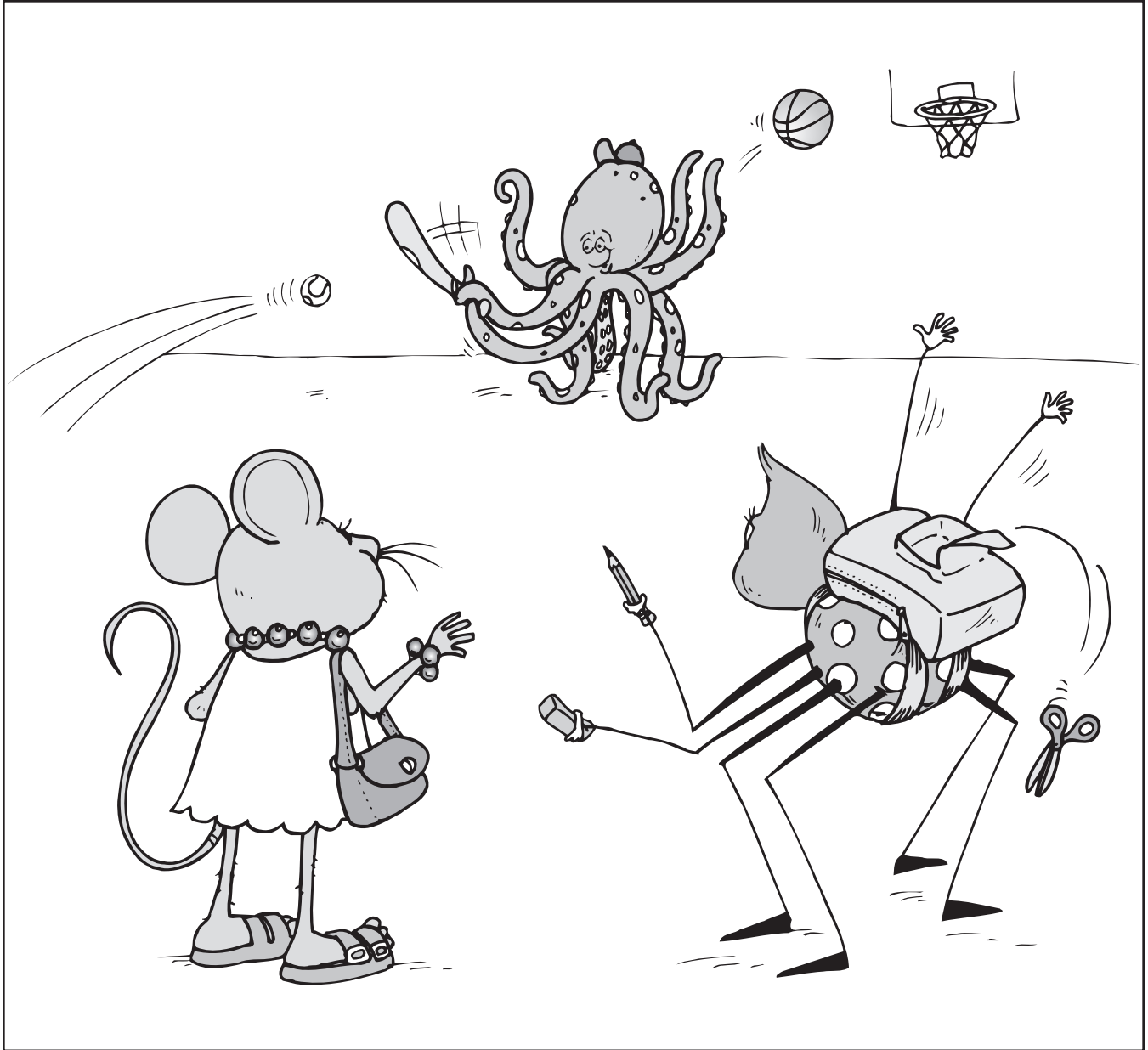
- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. Where do you think Seal and Spotty are going?

Answer: sidewalk, sandals, suit, Seal, sunglasses, spider, spots, Spotty, stapler

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound in the middle of the word.
Circle them.



Family: Please practice the /s/ sound in:

- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. How do you think Spotty lost her school supplies?

Answer: baseball, pencil, eraser, bracelet, basketball, whiskers

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound at the end of the word.
Circle them.



Family: Please practice the /s/ sound in:

- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture.

Answer: Mouse, purse, thermos, happy face, dress, spots, straps

/s/ Writing Activity

Name _____

In the story, “The Missing School Supplies,” Spotty asks her friends if she can use their school supplies. Her friends are all animals with an /s/ sound in their names.

Think of people you know who have an /s/ sound in their names.



Draw a picture of one of these people.

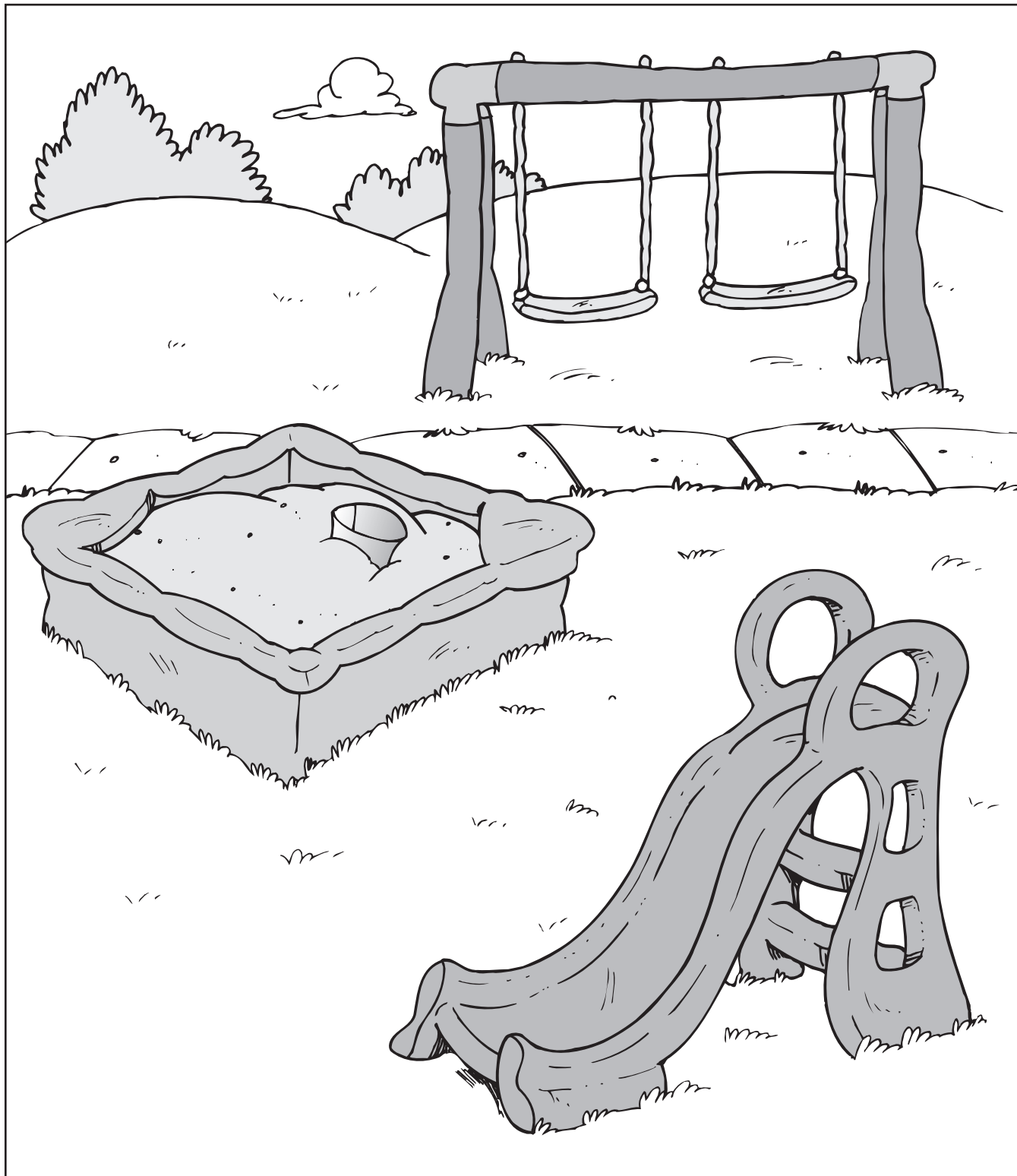


Write about this person.

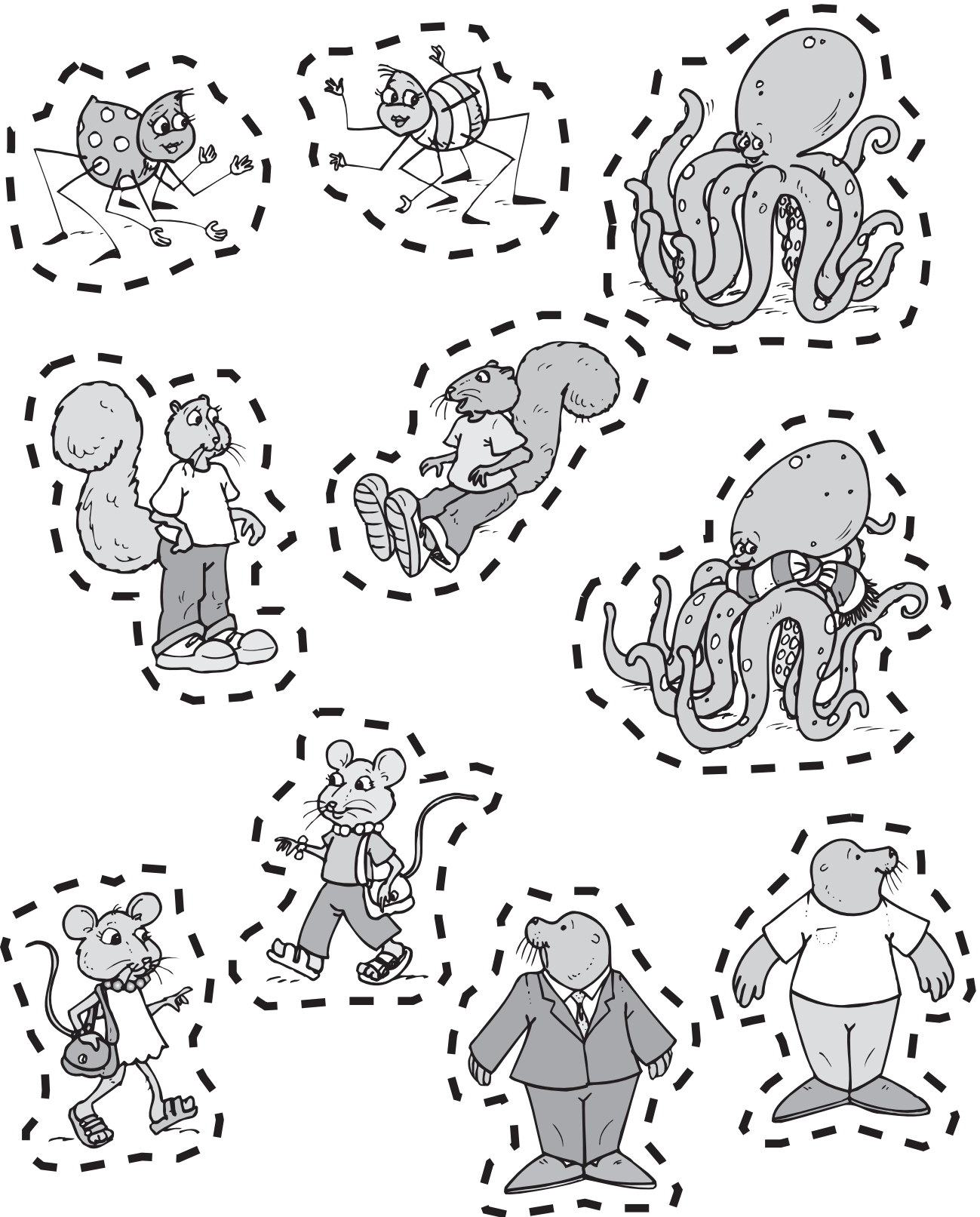
/s/ Barrier Game

Name _____

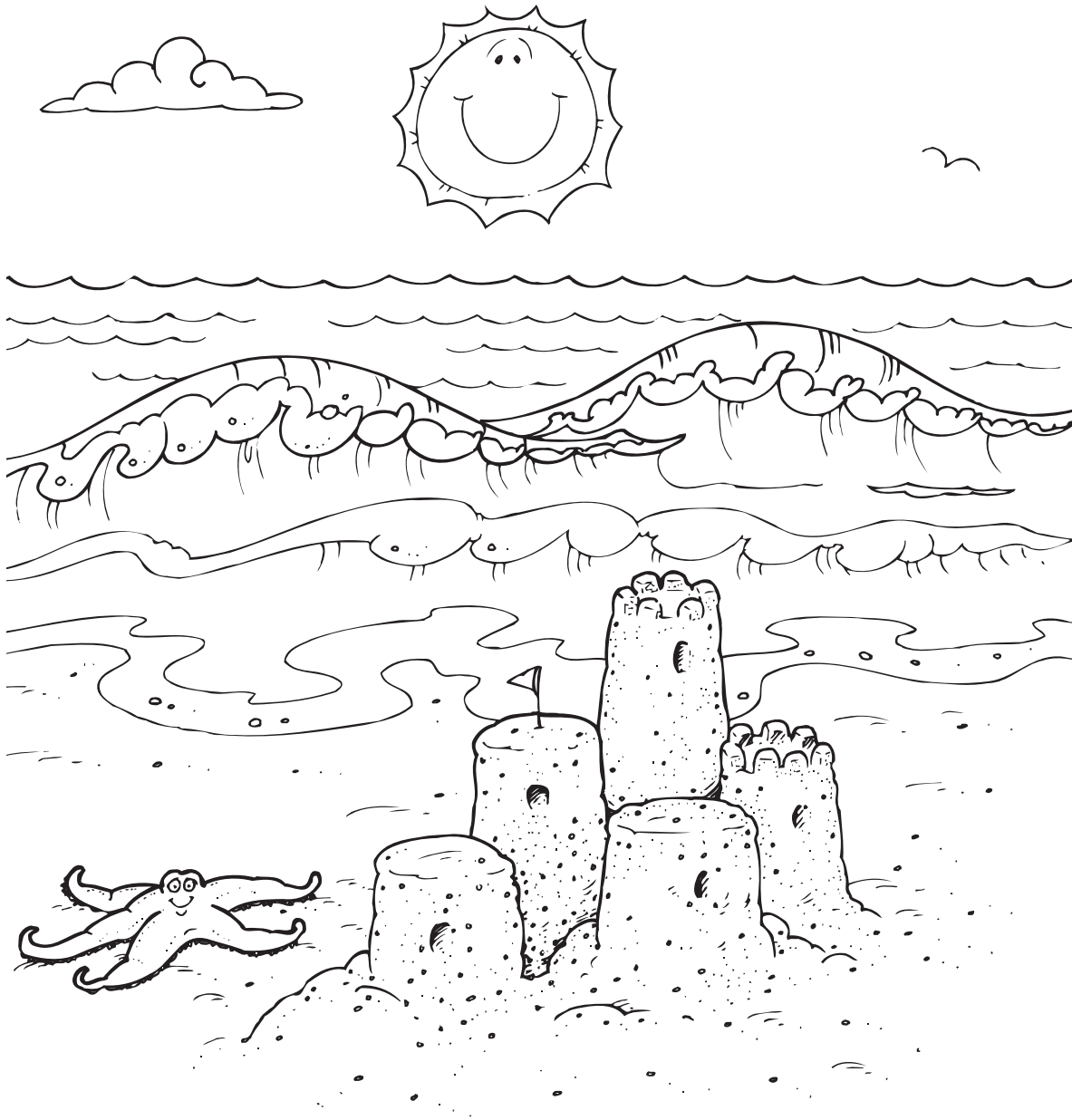
Use this page with the pictures on page 50.



Cut out the animals and put them on the playground on page 49.



Going to the Beach



1

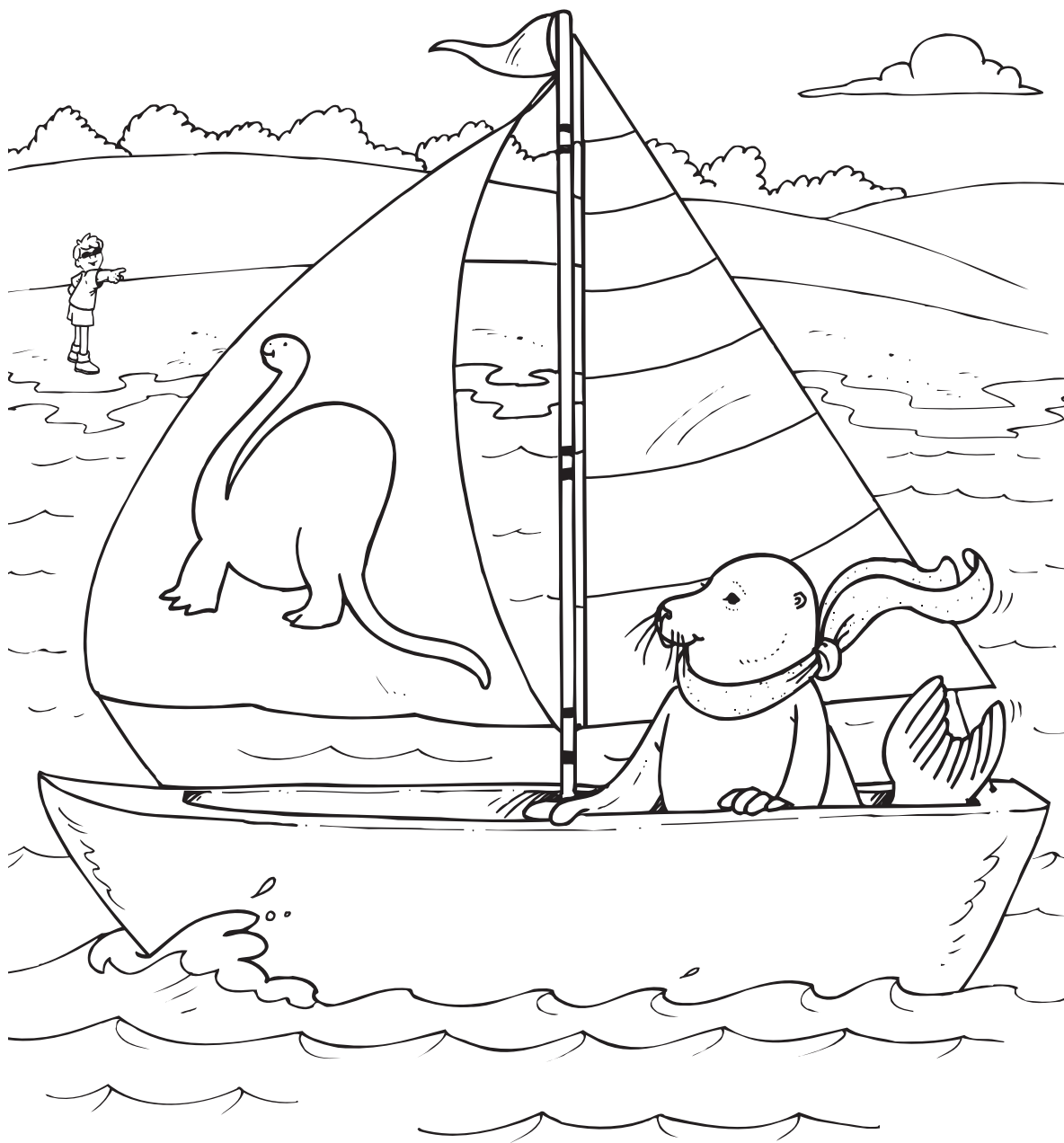
/s/ words: sand, sun, sand castle, starfish, sky



Max and Sarah go to the beach.

2

/s/ words: Sarah, sign, side, city, sandals, sunglasses, bicycle, dice, Max, shorts, bus, dress, steps, straps, stripes, skyline



Max sees a sailboat.

3

/s/ words: sailboat, sail, seal, sees, sunglasses, dinosaur, Max, scarf, stripes



Sarah sees a surfer.

4

/s/ words: Sarah, sees, surfer, surfboard, sandals, sunglasses, dress, snake, snail,
stripes, straps



Max sees a snail.

5

/s/ words: sun, sees, sand, sunglasses, Max, snail



Sarah sees a restaurant.

6

/s/ words: Sarah, sees, sign, sandals, sidewalk, restaurant, cactus, dress, stripes, straps



Sarah and Max eat soup.

7

/s/ words: Sarah, soup, salt, sunglasses, restaurant, cactus, Max, spoon, stripes



They eat salad.

8

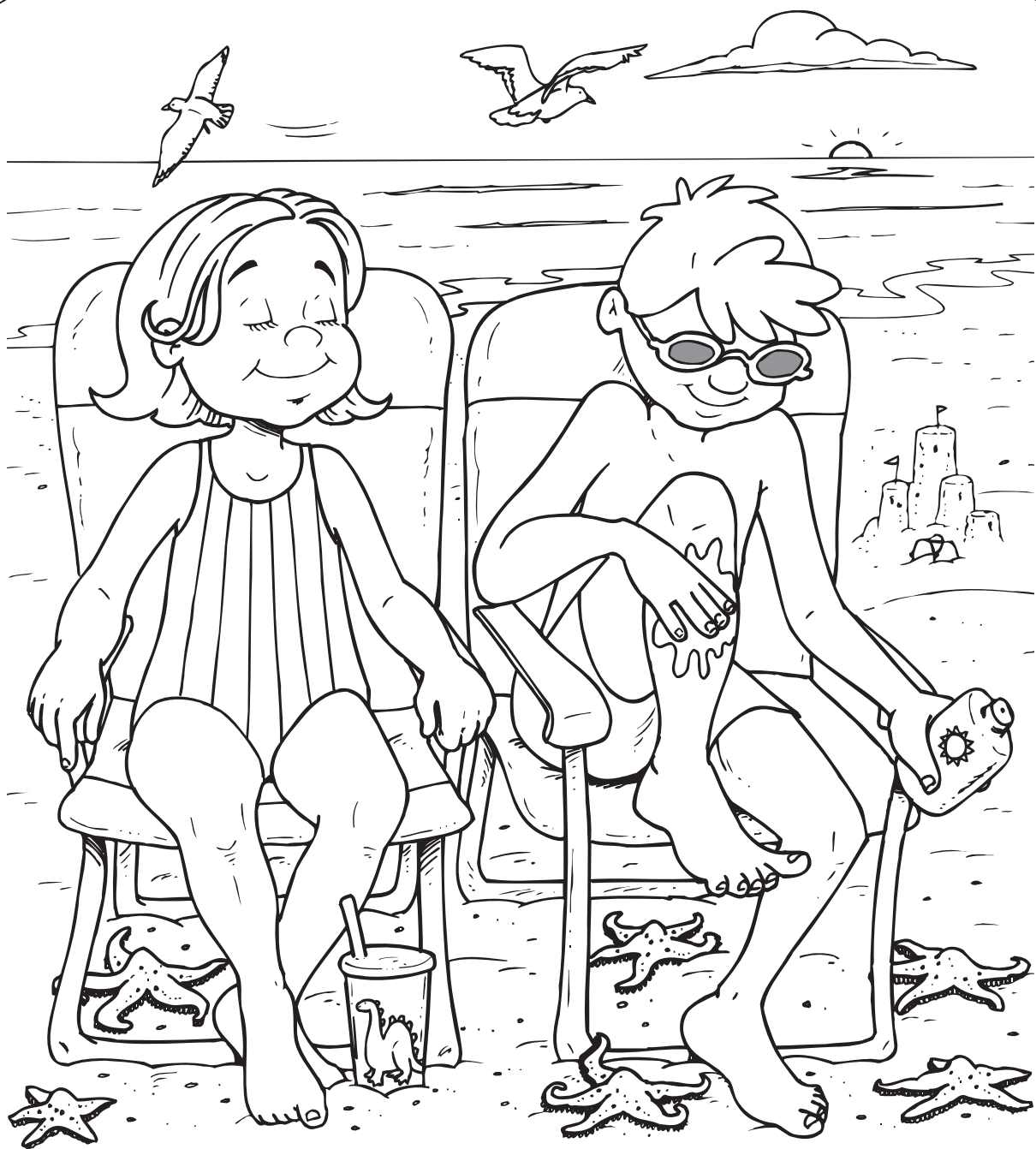
/s/ words: Sarah, salad, dressing, sunglasses, Max, lettuce, cactus, stripes



They eat sandwiches.

9

/s/ words: Sarah, Sally, sandwich, sunglasses, ice, Max, waitress, straw, stripes



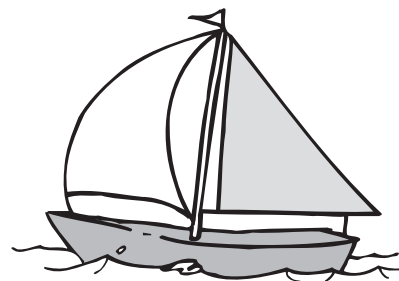
Sarah and Max sit in the sun.

10

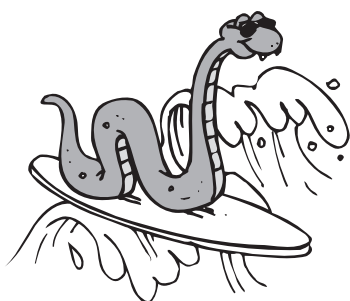
/s/ words: Sarah, sit, sun, setting, sand, seagulls, sand castle, sunglasses, dinosaur, six,
Max, swimsuits, sunscreen, starfish, stripes, straw

/s/ Articulation Cards

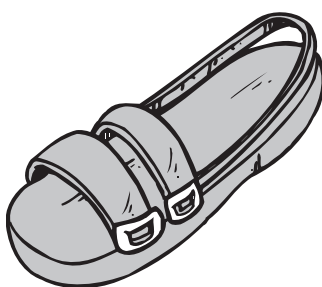
Cut apart these cards and use them for drill or games.



sailboat



surfer



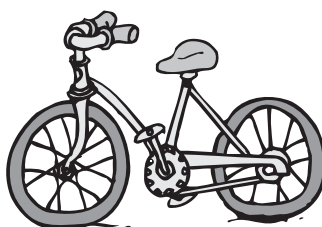
sandal



bathing suit



sand castle



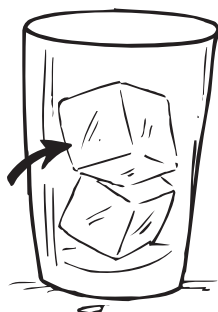
bicycle



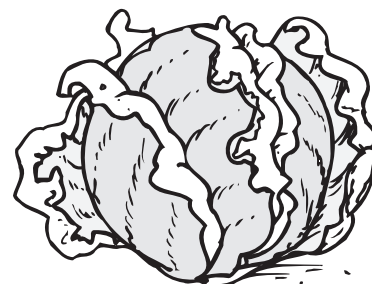
dress



cactus



ice



lettuce

/s/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

1. Max and Sarah go to _____ beach.



2. _____ see a sailboat.



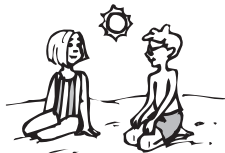
3. They _____ a surfer.



4. _____ eat soup.



5. They sit in _____ sun.



6. They _____ a snail.



Word Bank

they

see

the

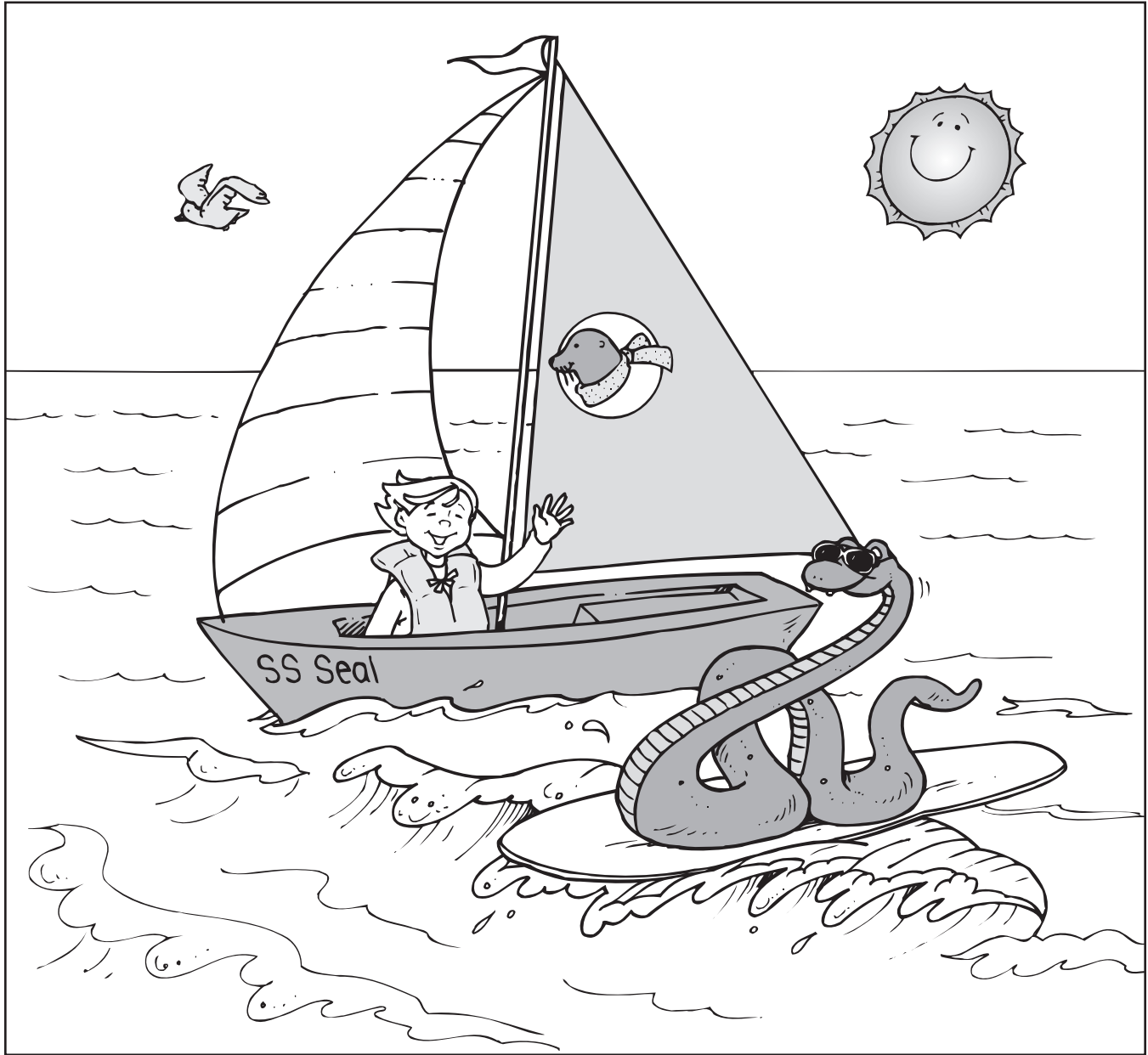
Family: After your child completes this worksheet, practice saying /s/ in:

- ☐ words—Practice these words: see, soup, sun, _____.
- ☐ sentences—Read the sentences above.
- ☐ conversation—Discuss the things you can see at the beach.

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound in the beginning of the word.
Circle them.



Family: Please practice the /s/ sound in:

- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture.

Answer: sailboat, surfer, sun, seagull, seal, Sarah, surfboard, sunglasses, scarf, snake, sky, stripes

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound in the middle of the word.
Circle them.



Family: Please practice the /s/ sound in:

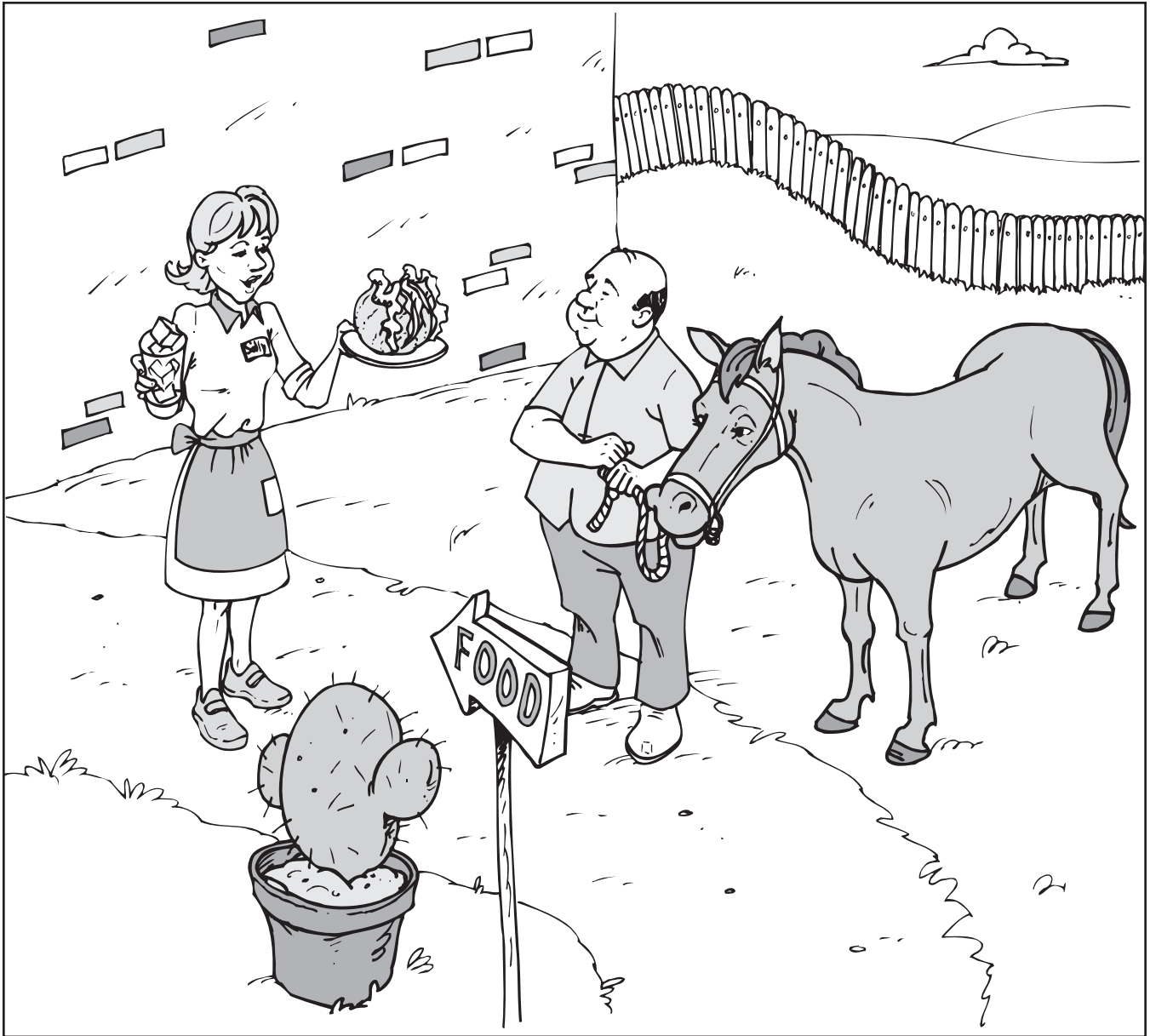
- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. What are Max and Sarah making?

Answer: whistle, bathing suit, dinosaur, bicycle, sand castle

/s/ Picture Search

Name _____

Find at least five things that have an /s/ sound at the end of the word.
Circle them.



Family: Please practice the /s/ sound in:

- ☐ words—Say each /s/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /s/ picture.
- ☐ conversation—Talk about the picture. What is the waitress going to do with the lettuce?

Answer: cactus, ice, lettuce, waitress, horse, glass, fence

/s/ Writing Activity

Name _____

In the story, "Going to the Beach," Sarah and Max see many things that have an /s/ sound.

Think of things you see at _____ that have an /s/ sound.



Draw a picture of them.

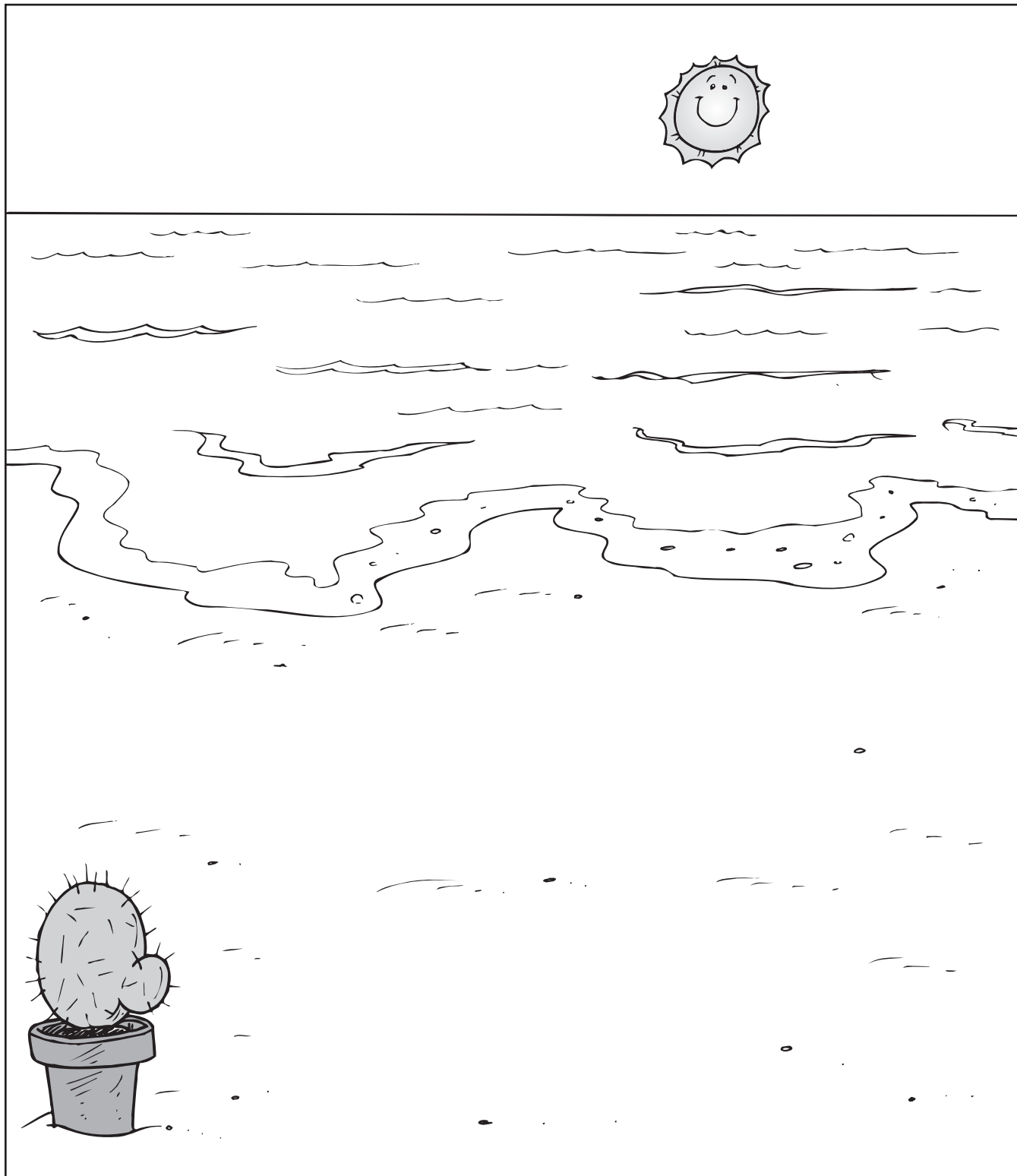


Write about one of them.

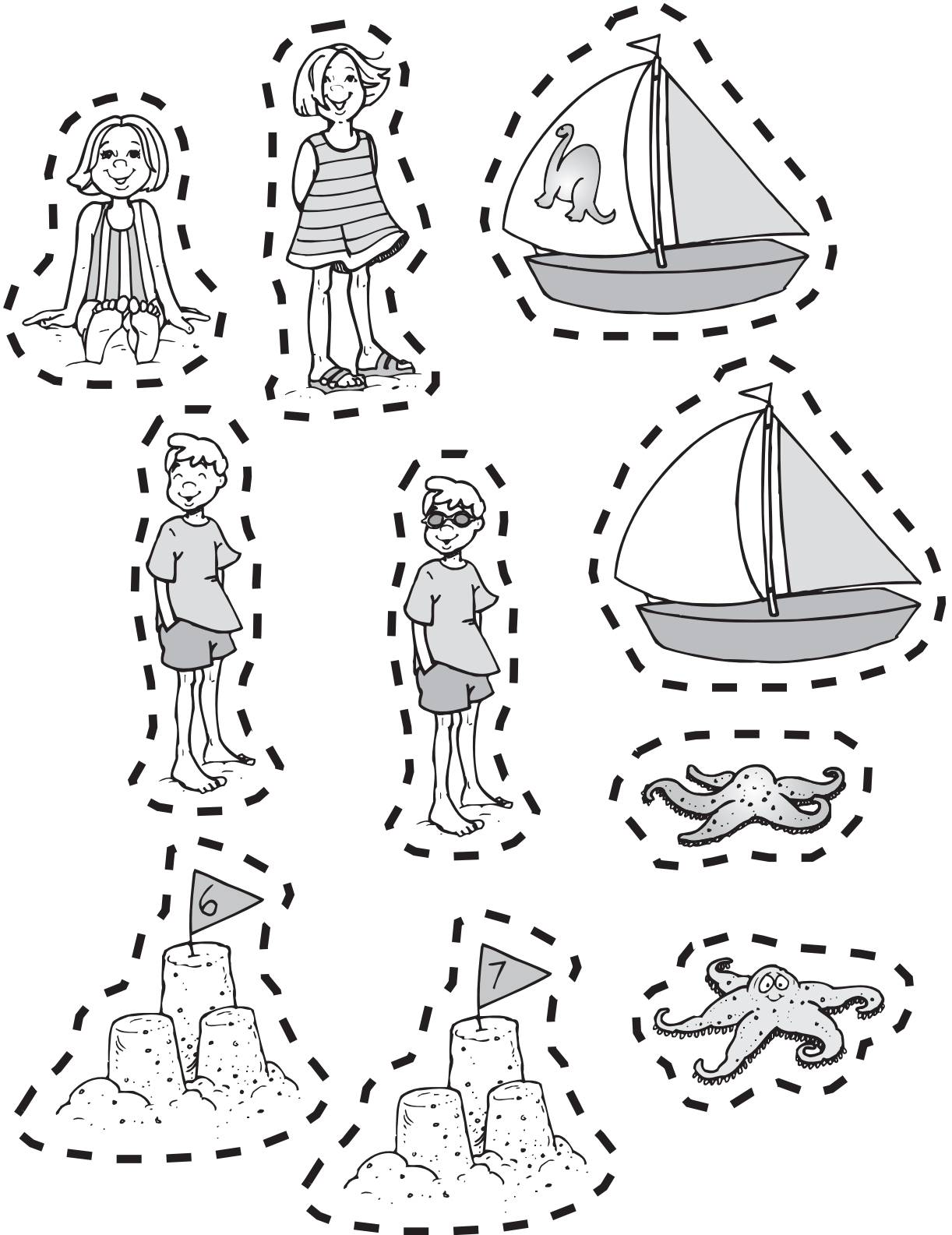
/s/ Barrier Game

Name _____

Use this page with the pictures on page 68.



Cut out these pictures and put them on the scene on page 67.



Running Rick



1

/r/ words: run, Rick, roses, rake, shirt, shorts, star, tree



Rick runs very fast.

2

/r/ words: Rick, run, very, shirt, shorts, car, pear, star



Rick runs to the door.

3

/r/ words: Rick, run, classroom, first, shirt, shorts, star, door, pear, teacher, grade, angry



Rick runs into the classroom.

4

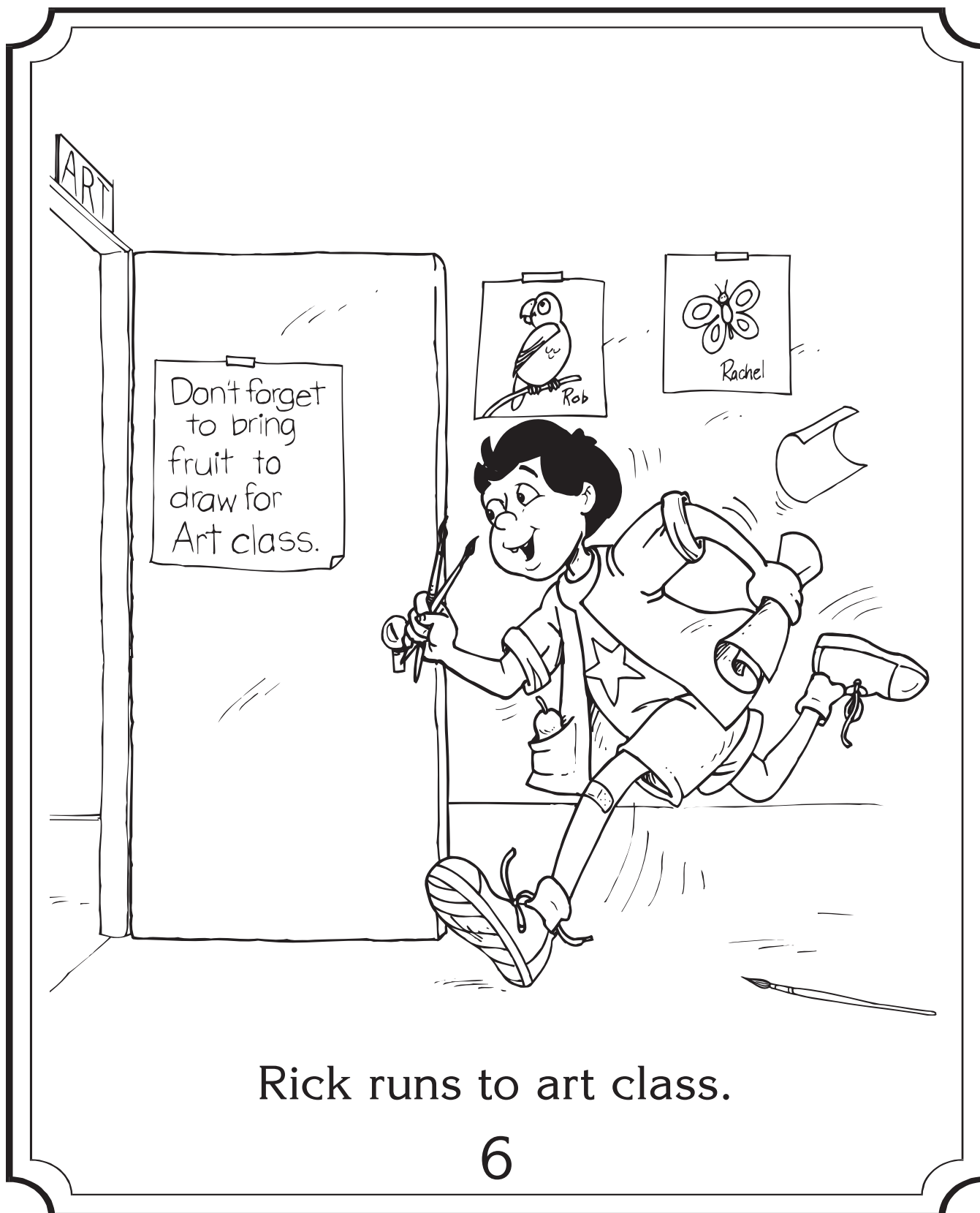
/r/ words: Rick, run, room, row, write, classroom, first, shirt, shorts, star, pear, teacher, angry, grade



Rick runs to his locker.

5

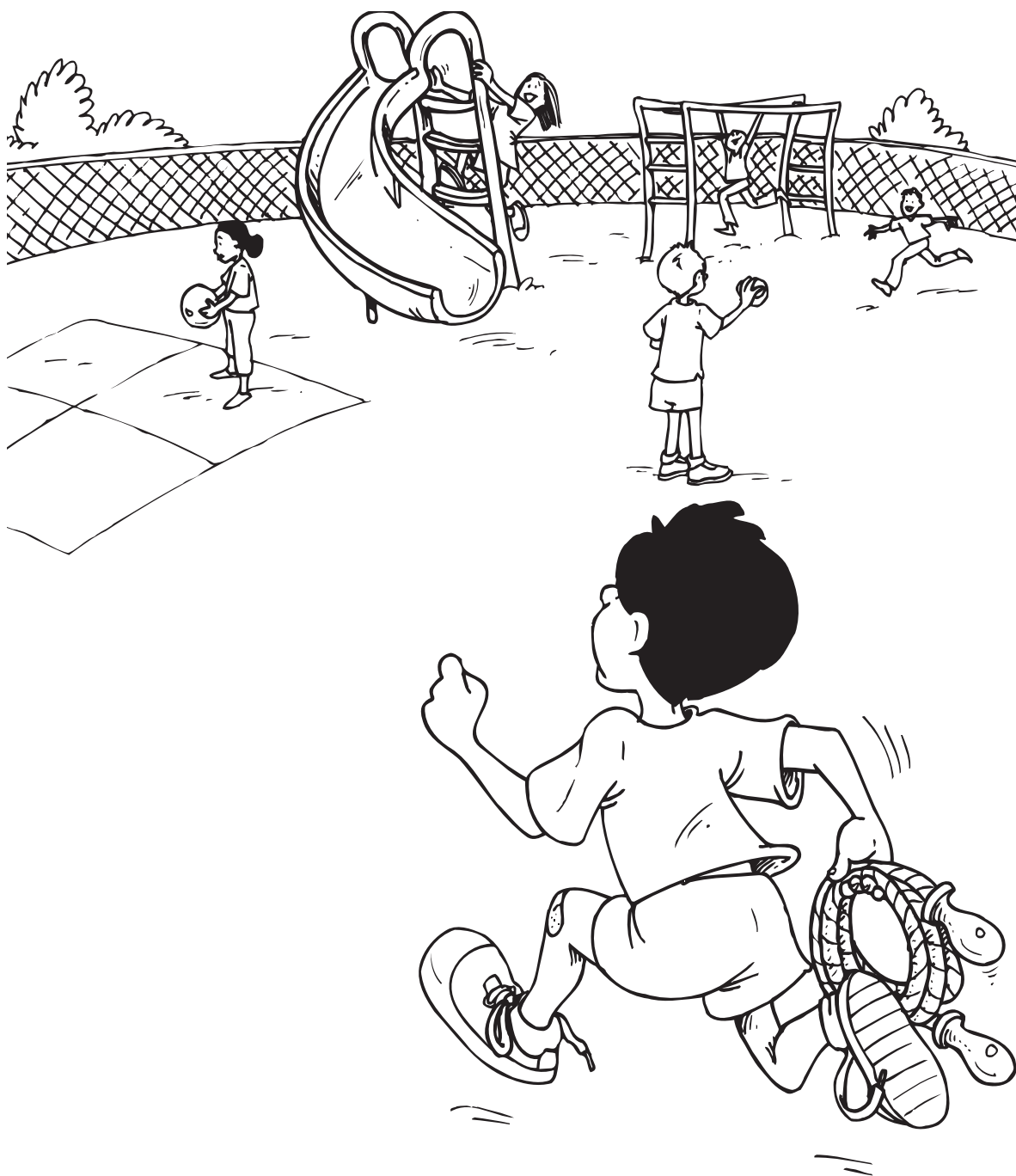
/r/ words: Rick, run, locker, shirt, shorts, star, pear, four, three, trip



Rick runs to art class.

6

/r/ words: Rick, run, art, parrot, butterfly, shirt, shorts, star, pear, paper, picture, drop, paintbrushes



Rick runs to recess.

7

/r/ words: Rick, run, recess, jump rope, four square, monkey bars, shirt, shorts,
playground



Rick runs to the water fountain.

8

/r/ words: Rick, run, girl, shirt, shorts, water fountain



Rick runs to the library.

9

/r/ words: Rick, run, Ron, doorway, principal, library, library card



Rick needs to rest.

10

/r/ words: Rick, rest, snoring, shirt, shorts, jump rope, pear, chair

/r/ Articulation Cards

Cut apart these cards and use them for drill or games.



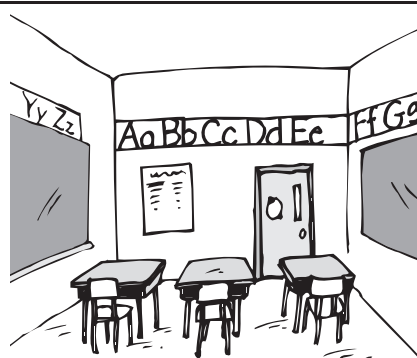
run



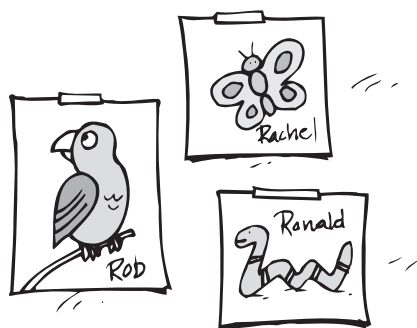
recess



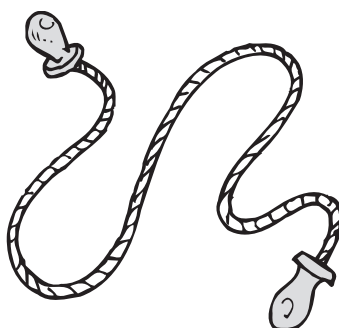
writing



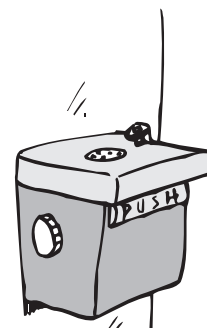
classroom



art



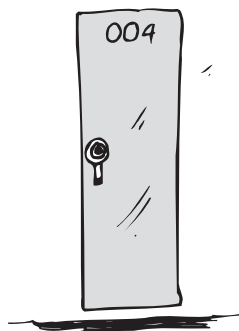
jump rope



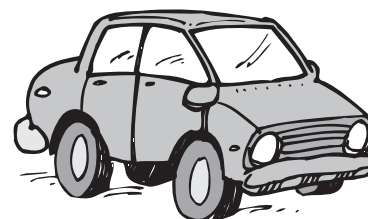
water fountain



door



locker



car

/r/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

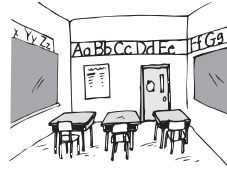
1. Rick likes to _____.



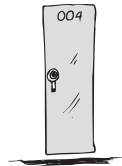
2. Rick runs very _____.



3. Rick _____ to his classroom.



4. Rick likes to _____ to his locker.



5. Rick _____ to art class.



6. Rick is _____ tired.



Word Bank

run

runs

very

fast

Family: After your child completes this worksheet, practice saying /r/ in:

☐ words—Practice these words: Rick, run, classroom, locker, art, tired, _____.

☐ sentences—Read the sentences above.

☐ conversation—Talk about where Rick runs. What would happen if you ran to these places?

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound in the beginning of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—Talk about the picture. Where do you think Rick is going?

Answer: Rick, rake, rabbit, radio, radish, rainbow

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound in the middle of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—What is happening in the picture?

Answer: jump rope, parrot, art, purse, butterfly, girl

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound at the end of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—What is happening in the picture?

Answer: four, pear, locker, teacher, door

/r/ Writing Activity

Name _____

In the story, "Running Rick," Rick likes to run.

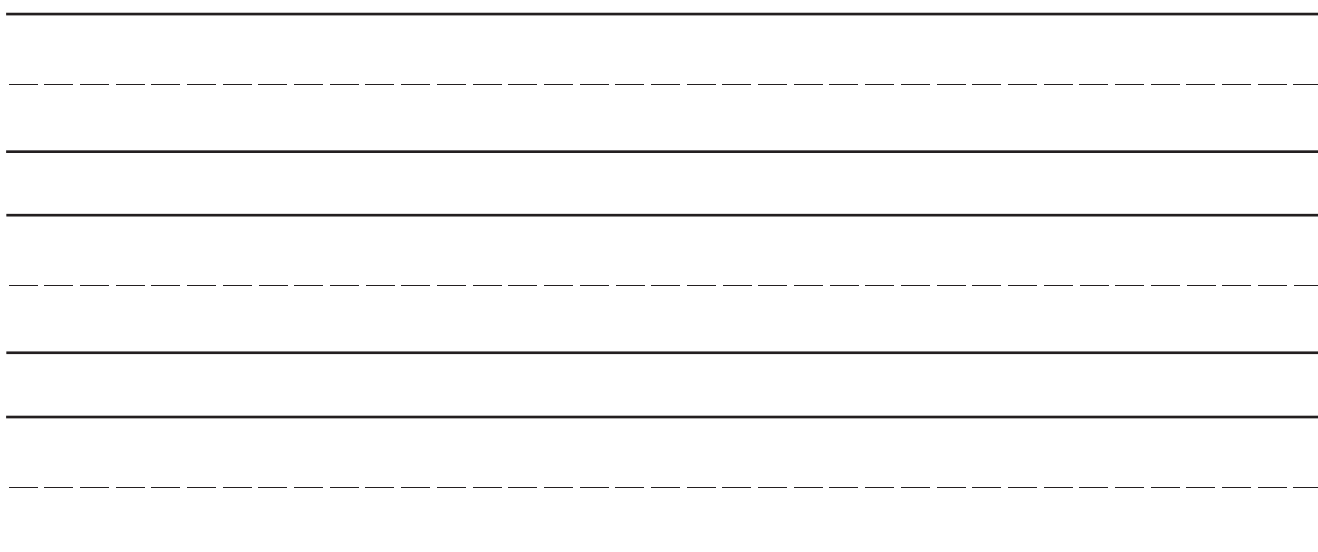
Think of something you like to do that has an /r/ sound. Here are some ideas to get you started: read, write, soccer, draw.



Draw a picture of it.



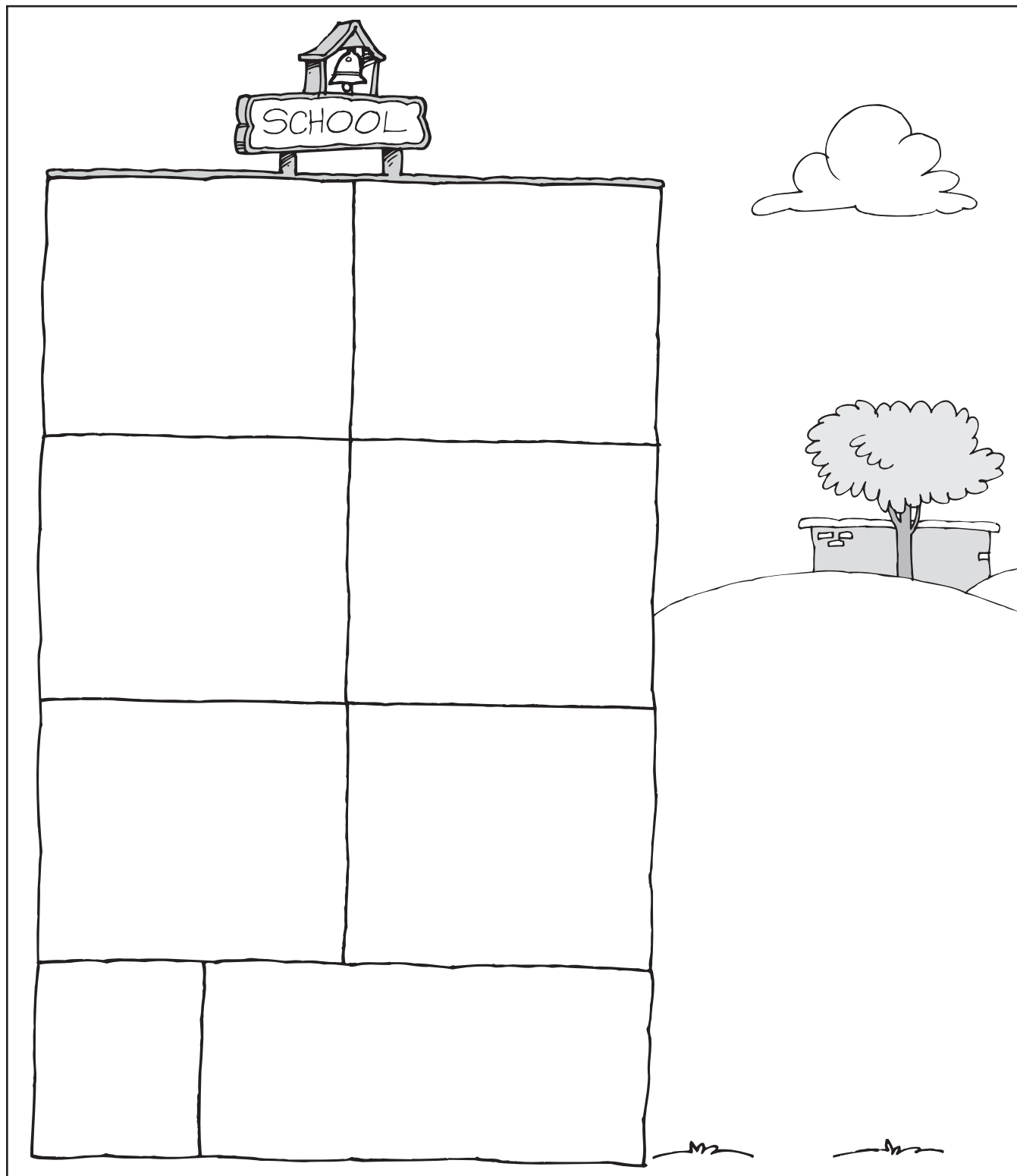
Write about it.



/r/ Barrier Game

Name _____

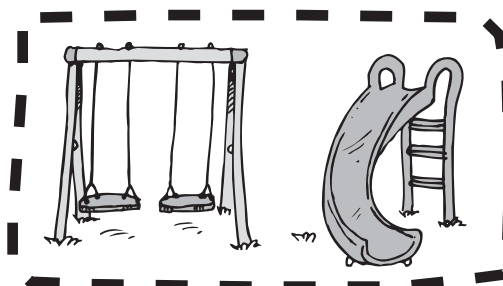
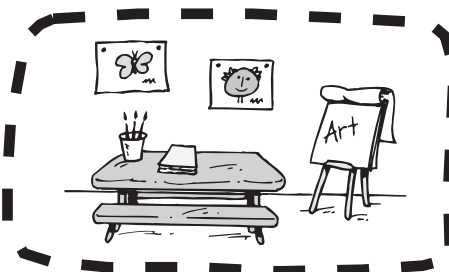
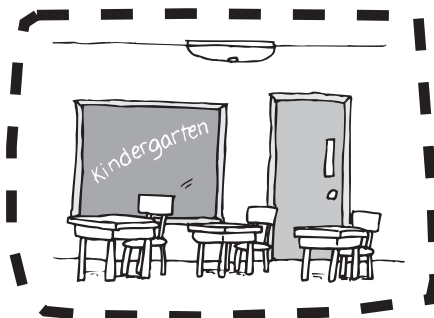
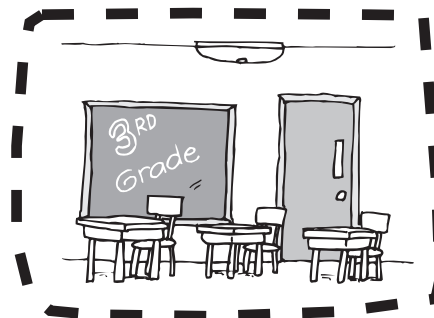
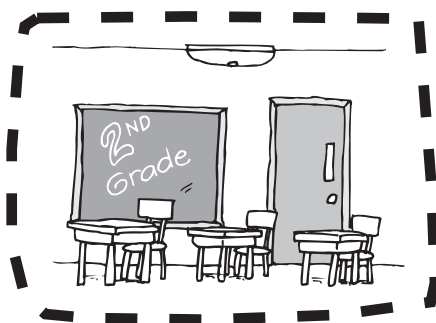
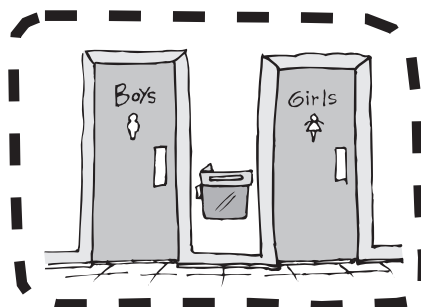
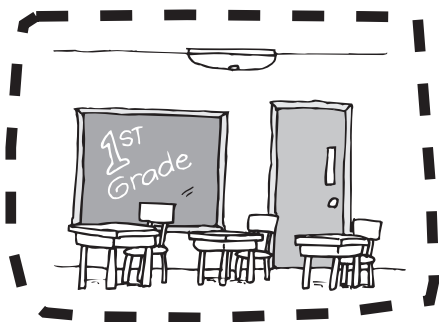
Use this page with the pictures on page 86.



/r/ Barrier Game, *continued*

Name _____

Cut out these rooms and put them on page 85 to make Rick's school.



Reading Is Fun!



1

/r/ words: read, ribbon, girl, carrot, hair, monster, cover



She likes to read.

2

/r/ words: read, rabbit, ribbon, girl, wearing, hair, cover



He likes to read.

3

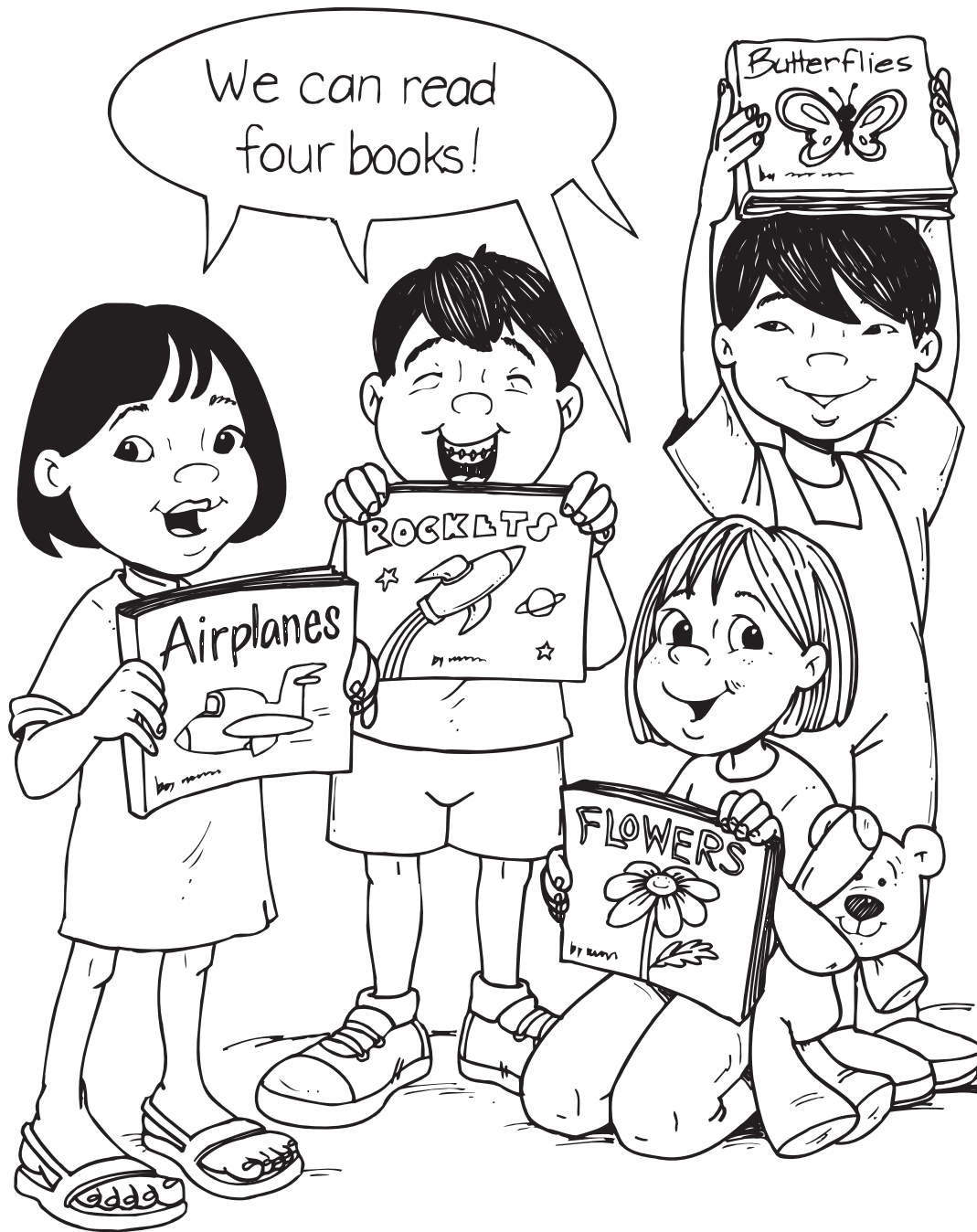
/r/ words: read, skateboarding, cover, car, pear



She likes to read.

4

/r/ words: read, rose, girl, bird, flower, hair, cover, hamburger, tree, three



They like to read.

5

/r/ words: read, rocket, girl, butterfly, airplane, cover, flower, four, teddy bear, braces

We can
read together.



They like to read too.

6

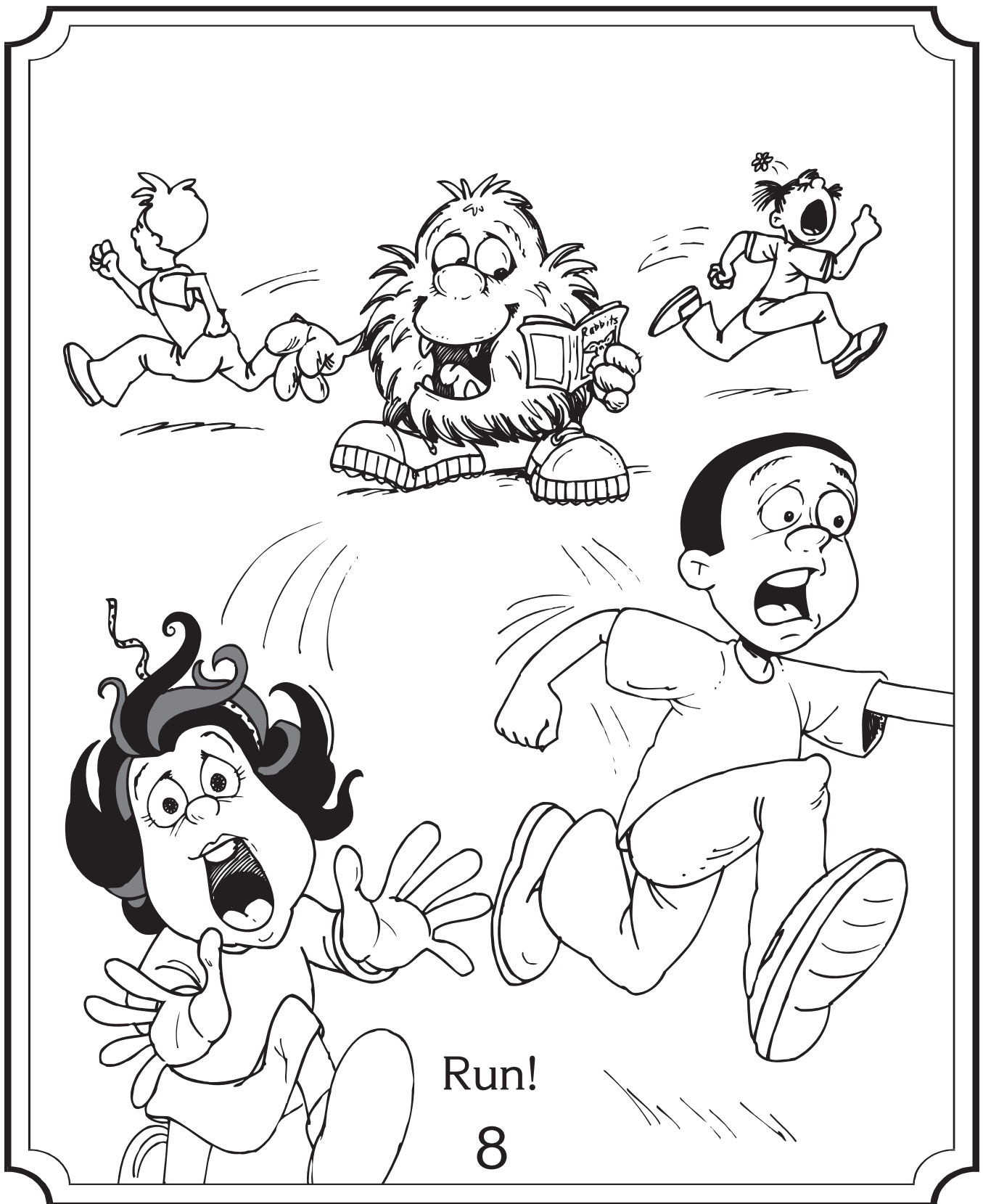
/r/ words: read, rice, girl, pyramid, carrot, yogurt, four, pear, candy bar, hamburger, bread



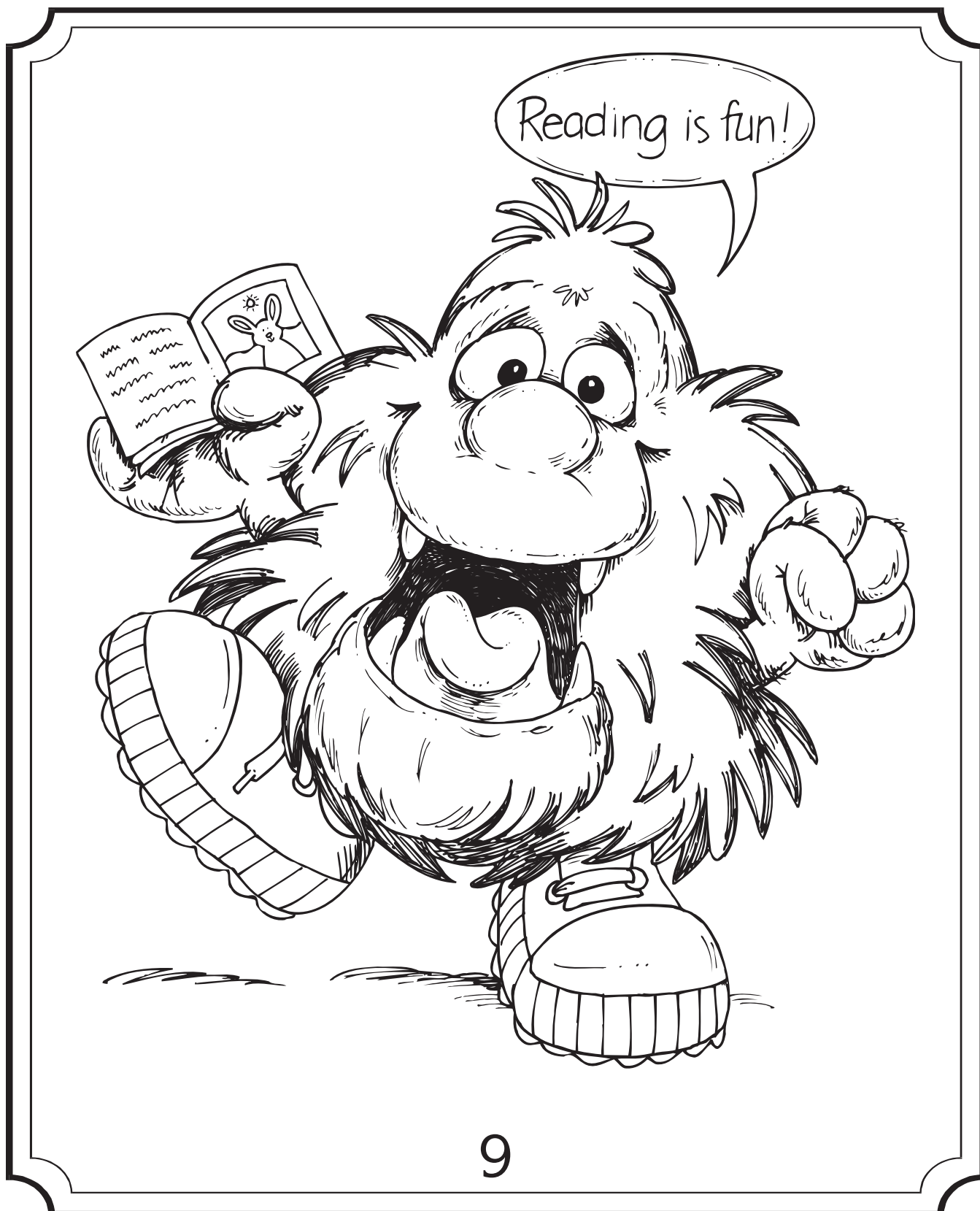
It likes to eat books.

7

/r/ words: rip, hairy, monster, cover, more



/r/ words: run, rabbit, scared, hairy, monster, cover



9

/r/ words: reading, rabbit, hairy, monster

/r/ Articulation Cards

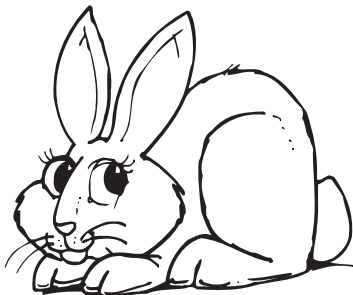
Cut apart these cards and use them for drill or games.



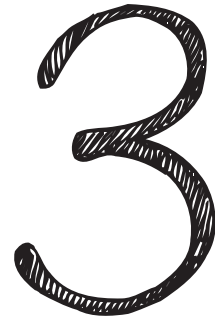
read



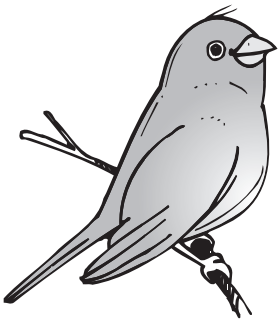
rocket



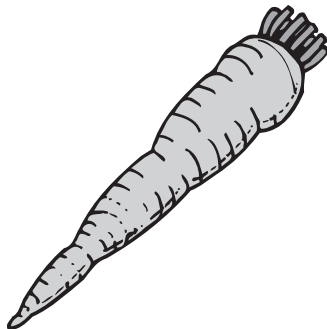
rabbit



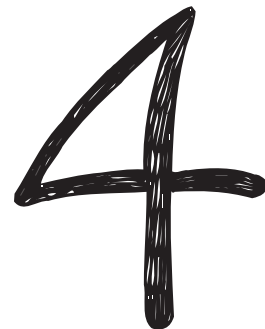
three



bird



carrot



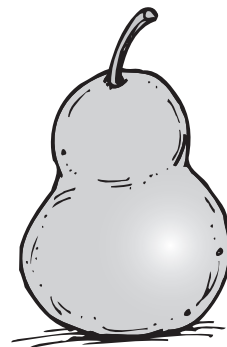
four



monster



hamburger



pear

/r/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

1. _____ read one book.



2. _____ reads two books.



3. _____ reads three books.



4. _____ read four books.



5. _____ read five books.



6. _____ eats the books.



7. _____ all run!



Word Bank

he

she

it

they

we

I

Family: After your child completes this worksheet, practice saying /r/ in:

☐ words—Practice these words: read, three, four, _____.

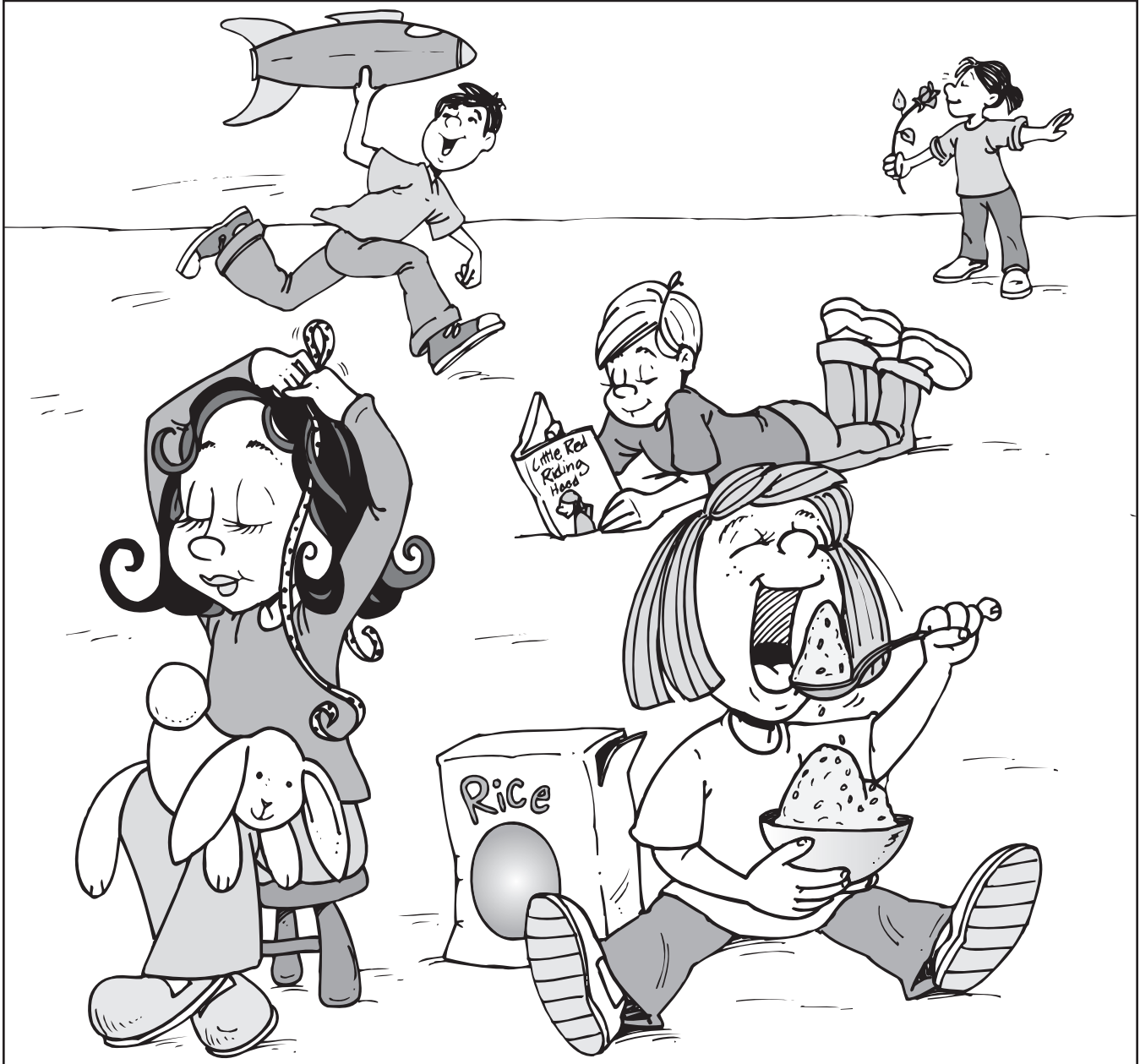
☐ sentences—Read the sentences above.

☐ conversation—How many books can you read? Name some books with the /r/ sound in the titles.

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound in the beginning of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—Talk about the picture.

Answer: ribbon, rocket, rice, rabbit, rose, Little Red Riding Hood

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound in the middle of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—Talk about the picture. What are some healthy foods you like that have an /r/ sound?

Answer: carrot, bird, airplane, butterfly, food pyramid, girl

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound at the end of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—Talk about the picture. What will the monster eat for lunch today?

Answer: car, monster, hamburger, four, bear, dollar, counter

/r/ Writing Activity

Name _____

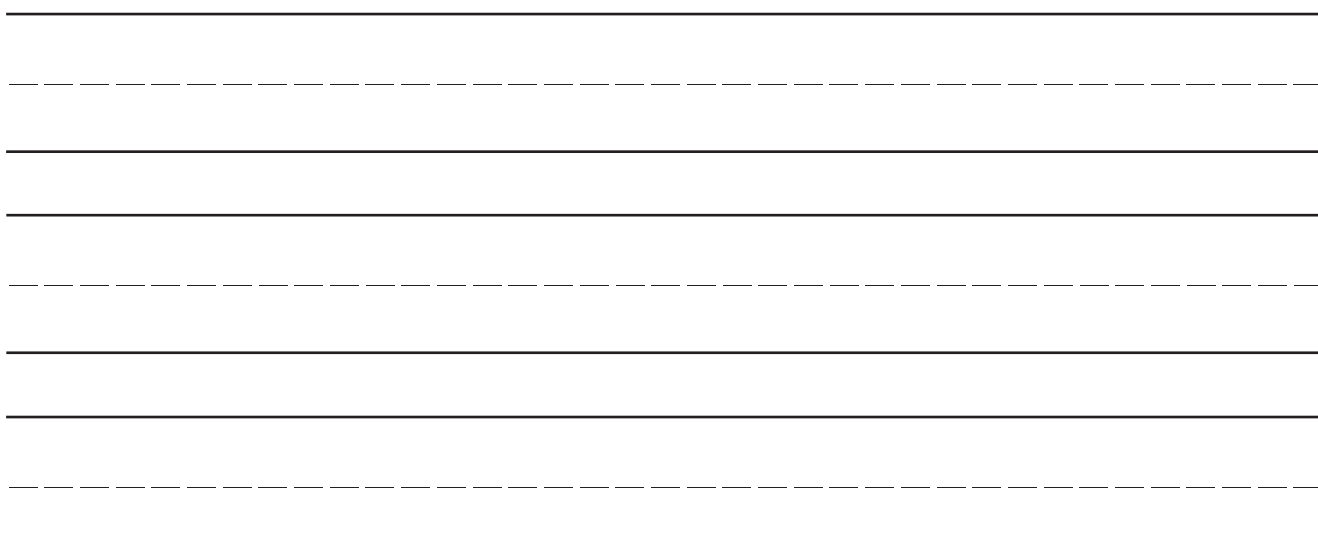
In the story, “Reading Is Fun!” the children read about things that have an /r/ sound. What books do you know that have an /r/ sound in the title? Here are some ideas to get you started: *Little Red Riding Hood*, *Goldilocks and the Three Bears*, *Cinderella*.



Draw one of the book covers.



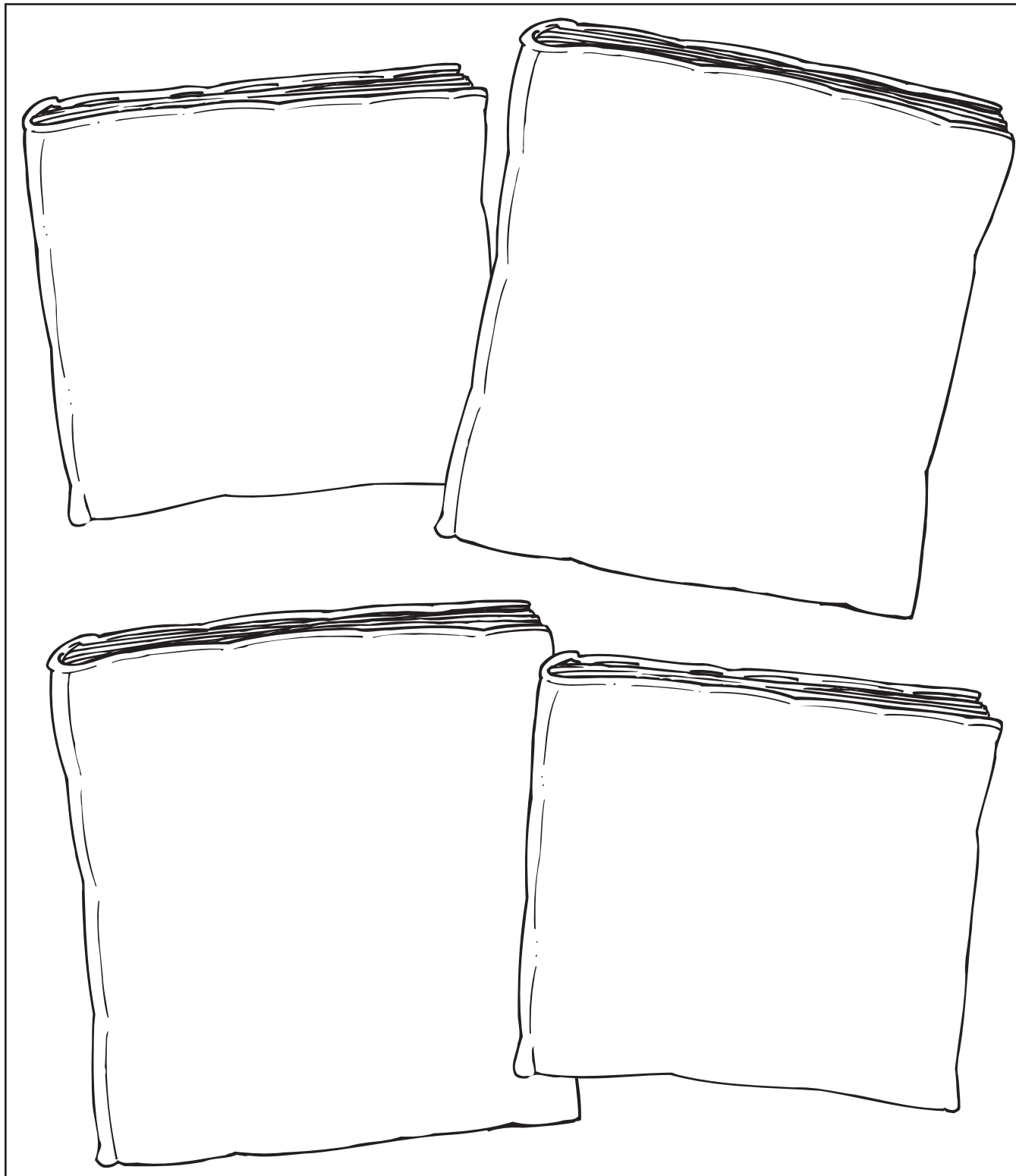
Write about the book.



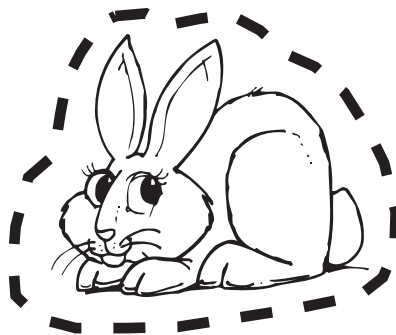
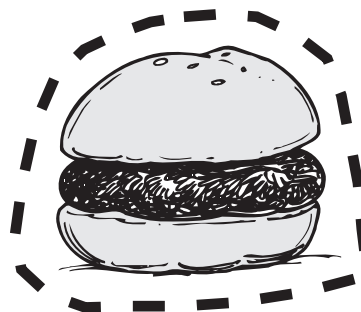
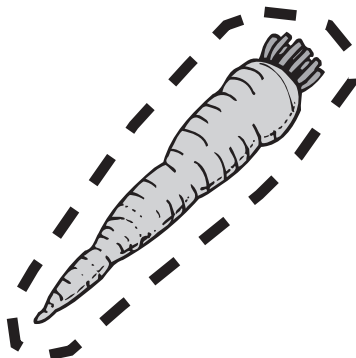
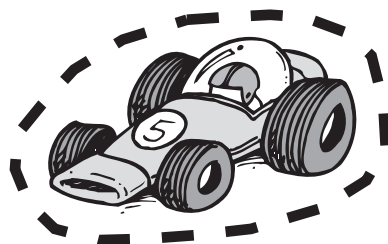
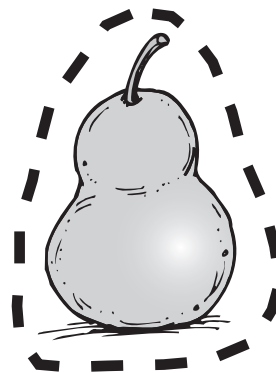
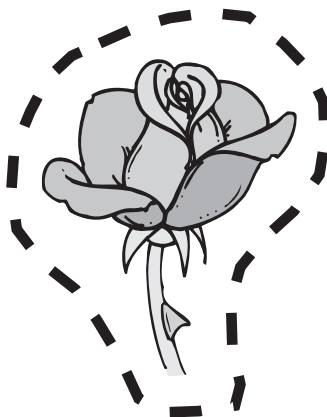
/r/ Barrier Game

Name _____

Use this page with the pictures on page 103. Give each book a title and tell what the book is about.



Cut out these pictures and use them to decorate the books on page 102.



The Many Colors of Shoes



1

/r/ words: horseshoes, soccer shoe, color, pair, stripes

Note to teacher: Have your students color the shoes in this story to match the text. You might want to color the shoes ahead of time for your younger students.



We wear shoes.

2

/r/ words: horse, wear, teacher, doctor, soccer player, flower, stripes



Our shoes are orange.

3

/r/ words: ribbon, circus, large, orange, our, are, flower, star, hair, tiger, stripes



Her shoes are red.

4

/r/ words: red, write, rectangle, circle, wearing, her, are, teacher, poster, sweater, chair, square, star, triangle



His shoes are brown.

5

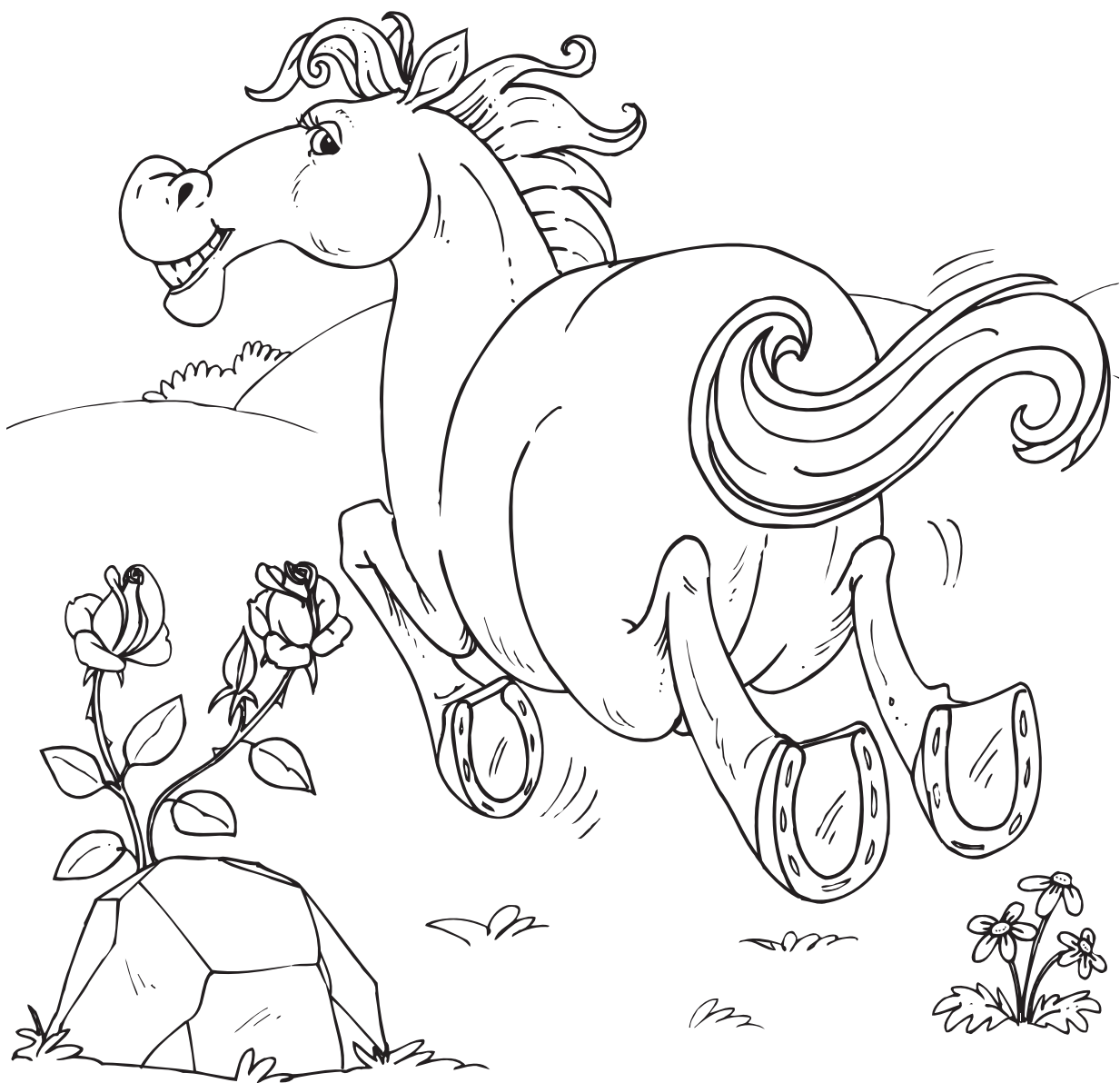
/r/ words: wearing, around, are, doctor, brown



Their shoes are green.

6

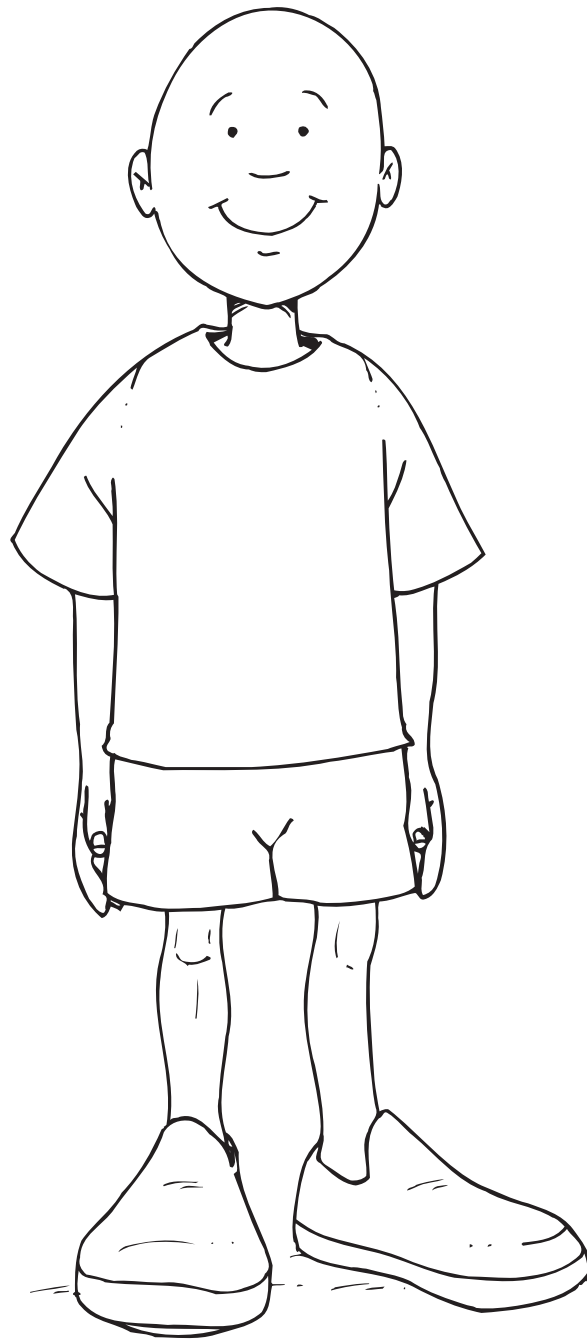
/r/ words: jersey, zero, soccer player/ball, their, are, number, four, three, green, stripes



Its shoes are gray.

7

/r/ words: rock, rose, horse, horseshoe, flower, are, gray



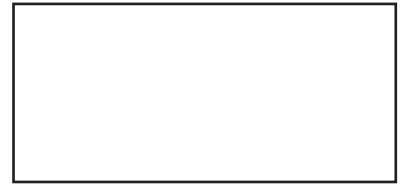
My shoes are _____.

8

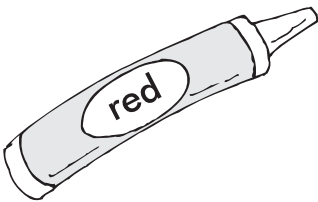
/r/ words: large, shirt, shorts, are

/r/ Articulation Cards

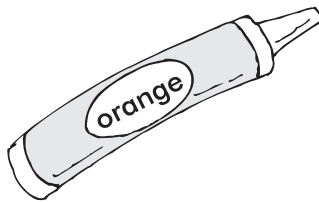
Cut apart these cards and use them for drill or games.



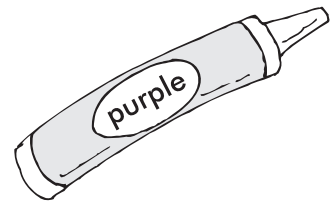
rectangle



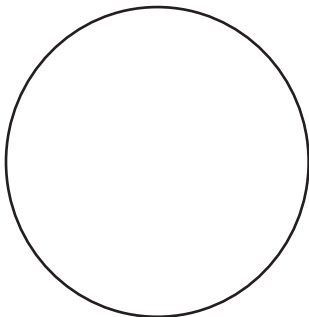
red



orange



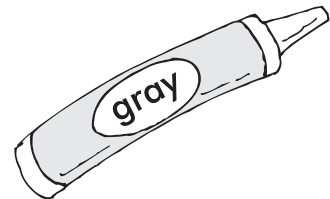
purple



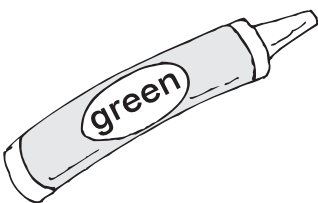
circle



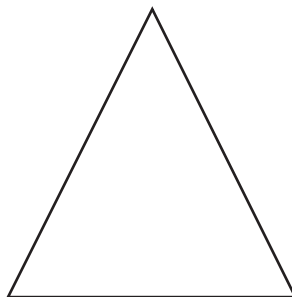
square



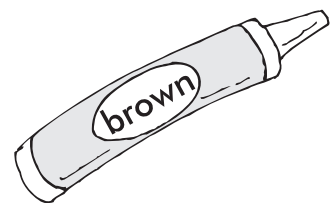
gray



green



triangle



brown

/r/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks. You will also need red, orange, green, brown, and gray crayons.

1. _____ shoes are orange.



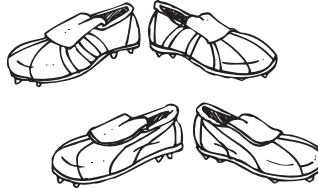
2. _____ shoes are red.



3. _____ shoes are brown.



4. _____ shoes are green.



5. _____ shoes are gray.



6. My shoes are _____.



Word Bank

its

our

their

his

her

Family: After your child completes this worksheet, practice saying /r/ in:

☐ words—Practice these words: our, her, their, red, orange, _____.

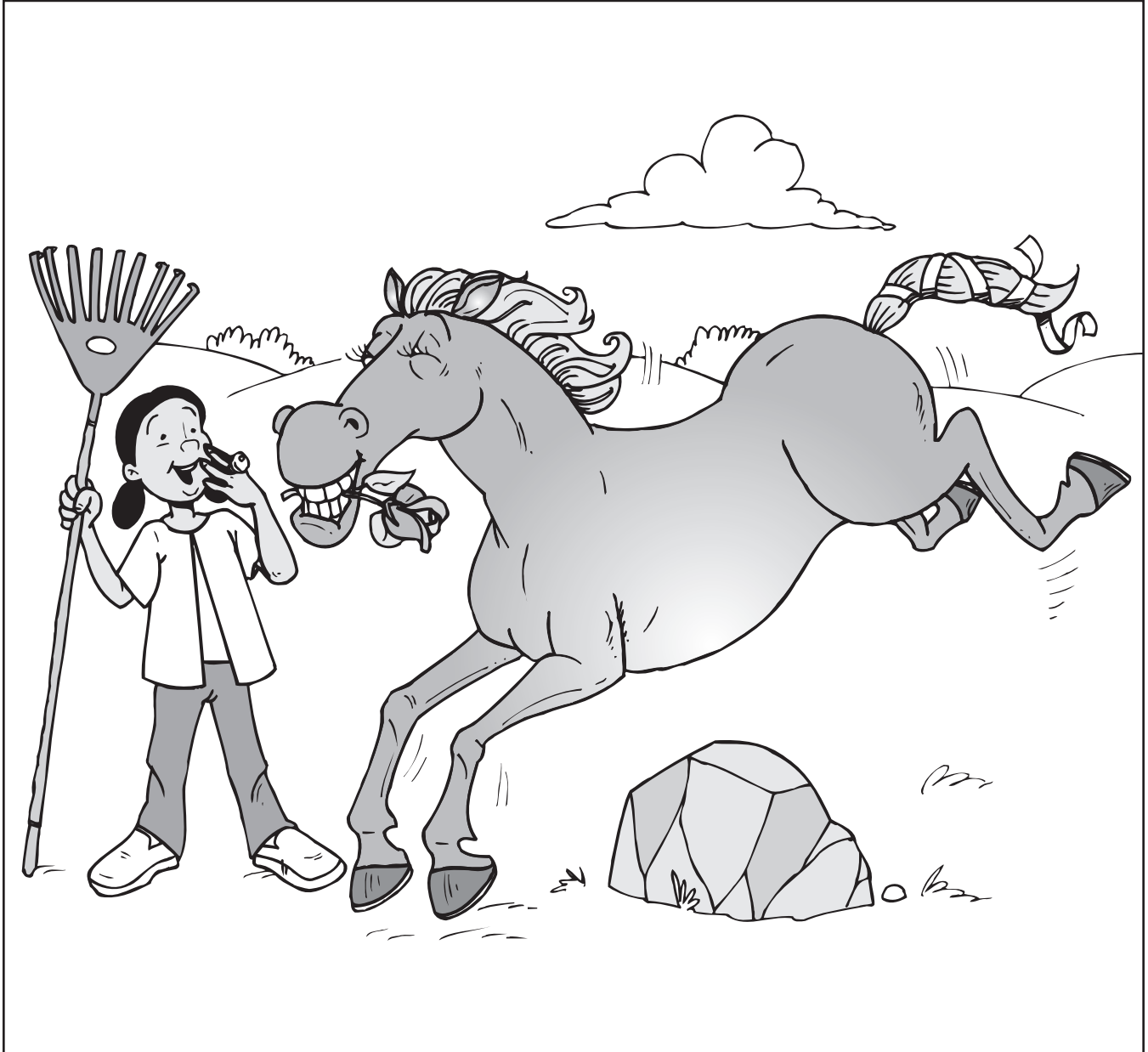
☐ sentences—Read the sentences above.

☐ conversation—What color shoes do your family members wear? Describe the shoes.

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound in the beginning of the word.
Circle them.



Family: Please practice the /r/ sound in:

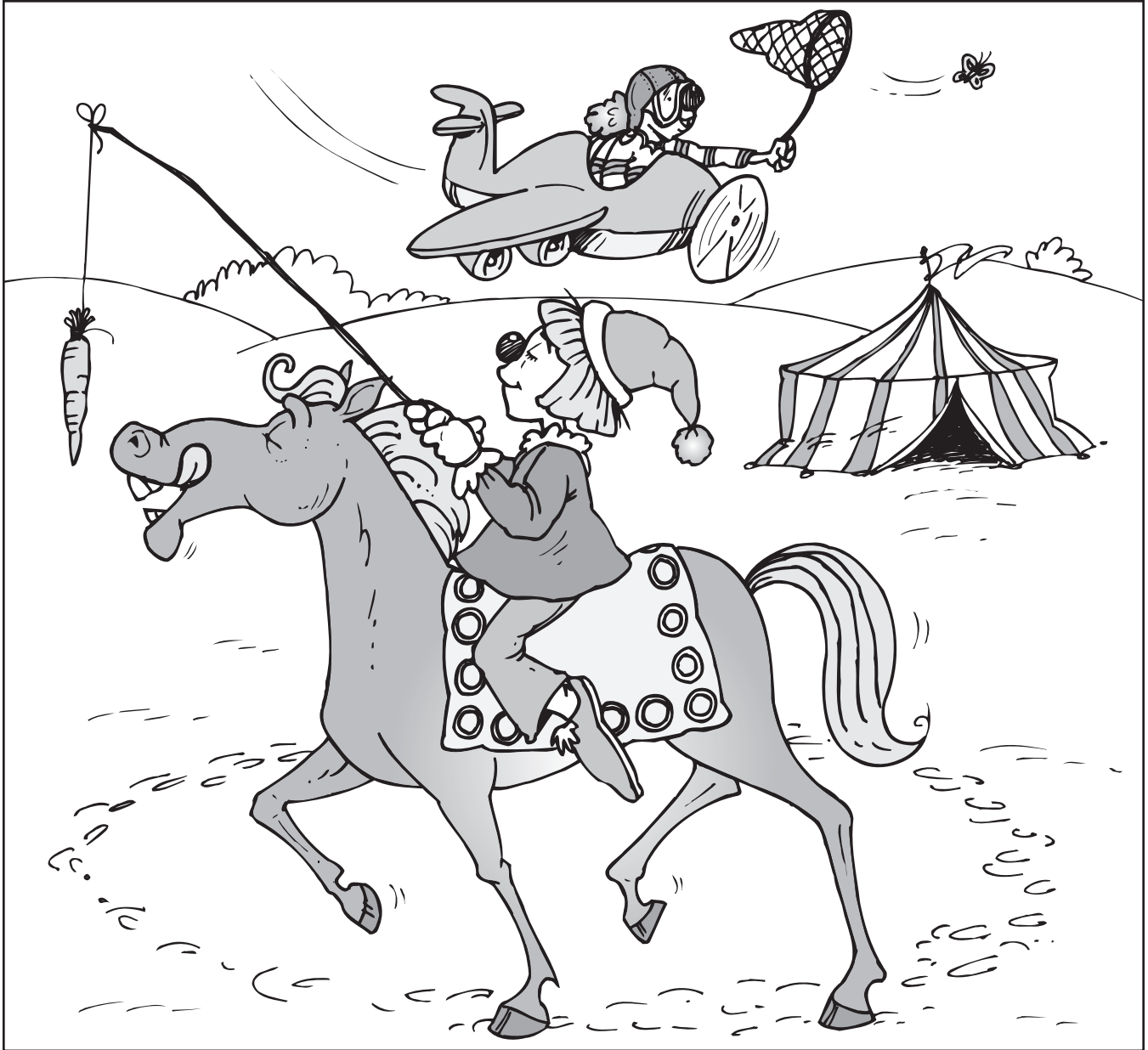
- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—Talk about the picture.

Answer: rock, ribbon, rose, ring, rake

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound in the middle of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—What is happening in the picture?

Answer: circle, horse, carrot, butterfly, airplane, circus tent

/r/ Picture Search

Name _____

Find at least five things that have an /r/ sound at the end of the word.
Circle them.



Family: Please practice the /r/ sound in:

- ☐ words—Say each /r/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /r/ picture.
- ☐ conversation—Talk about the picture. What is the teacher doing?

Answer: star, flower, four, square, four, square, feather, poster

/r/ Writing Activity

Name _____

In the story, “The Many Colors of Shoes,” the colors all have an /r/ sound.

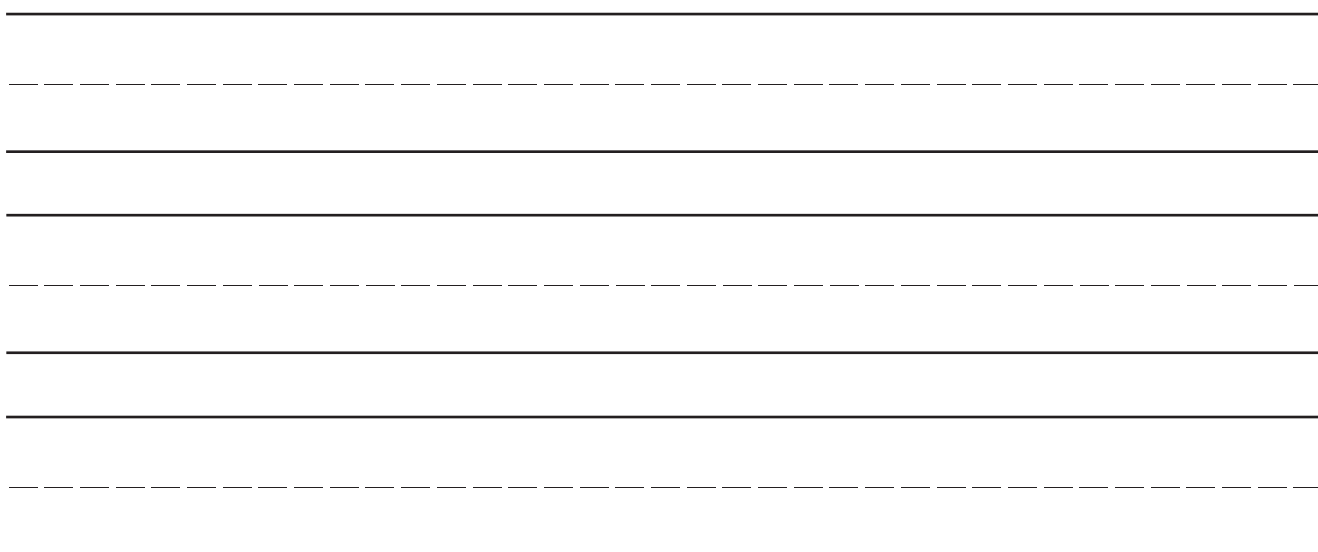
Think of other people and things you see in your school that have an /r/ sound.
Here are some ideas to get you started: teacher, principal, ruler, calendar, rug.



Draw one of things you see in your school that have an /r/ sound.



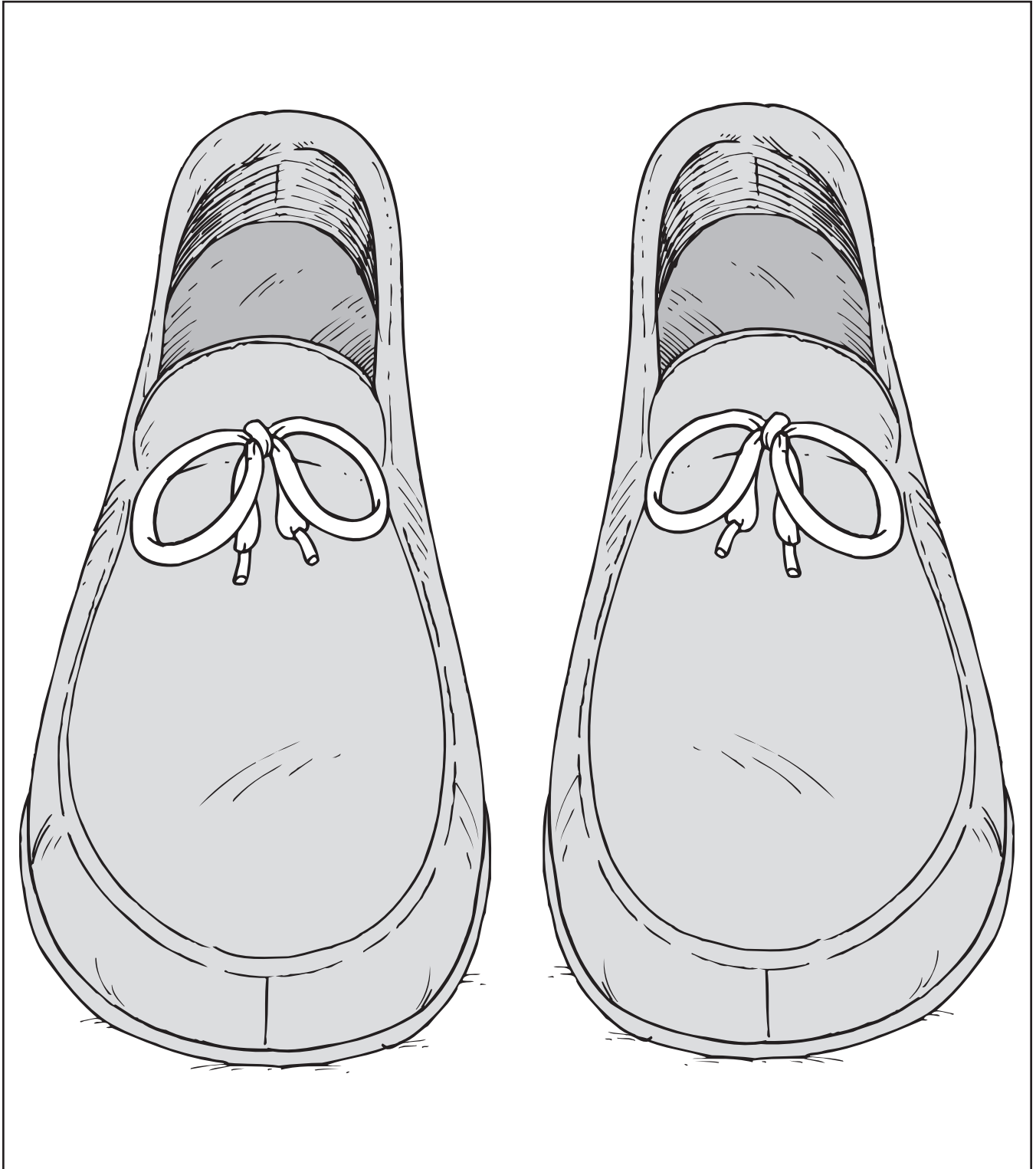
Write about one of them.



/r/ Barrier Game

Name _____

Use this page with the pictures on page 119.

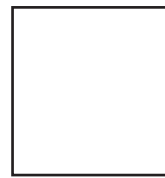
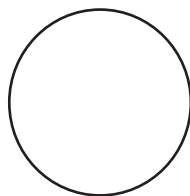
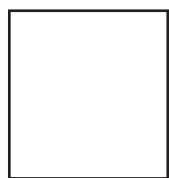


/r/ Barrier Game, continued

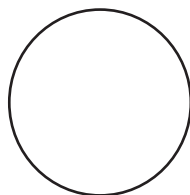
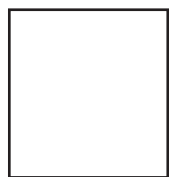
Name _____

Color and cut out these shapes. Use them to decorate the shoes on page 118.

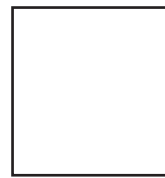
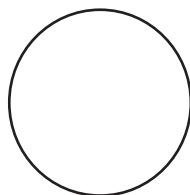
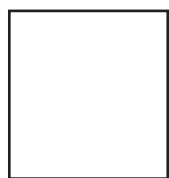
Color these red.



Color these purple.



Color these _____.



Lisa Likes to Play



1

/l/ words: Lisa, like, lion, legs, smiling, apple, play, glasses



Lisa likes to play in the car.

2

/l/ words: Lisa, like, lion, lips, lipstick, cell phone, smiling, doll, play, Kleenex, glasses



Lisa likes to play on the slide.

3

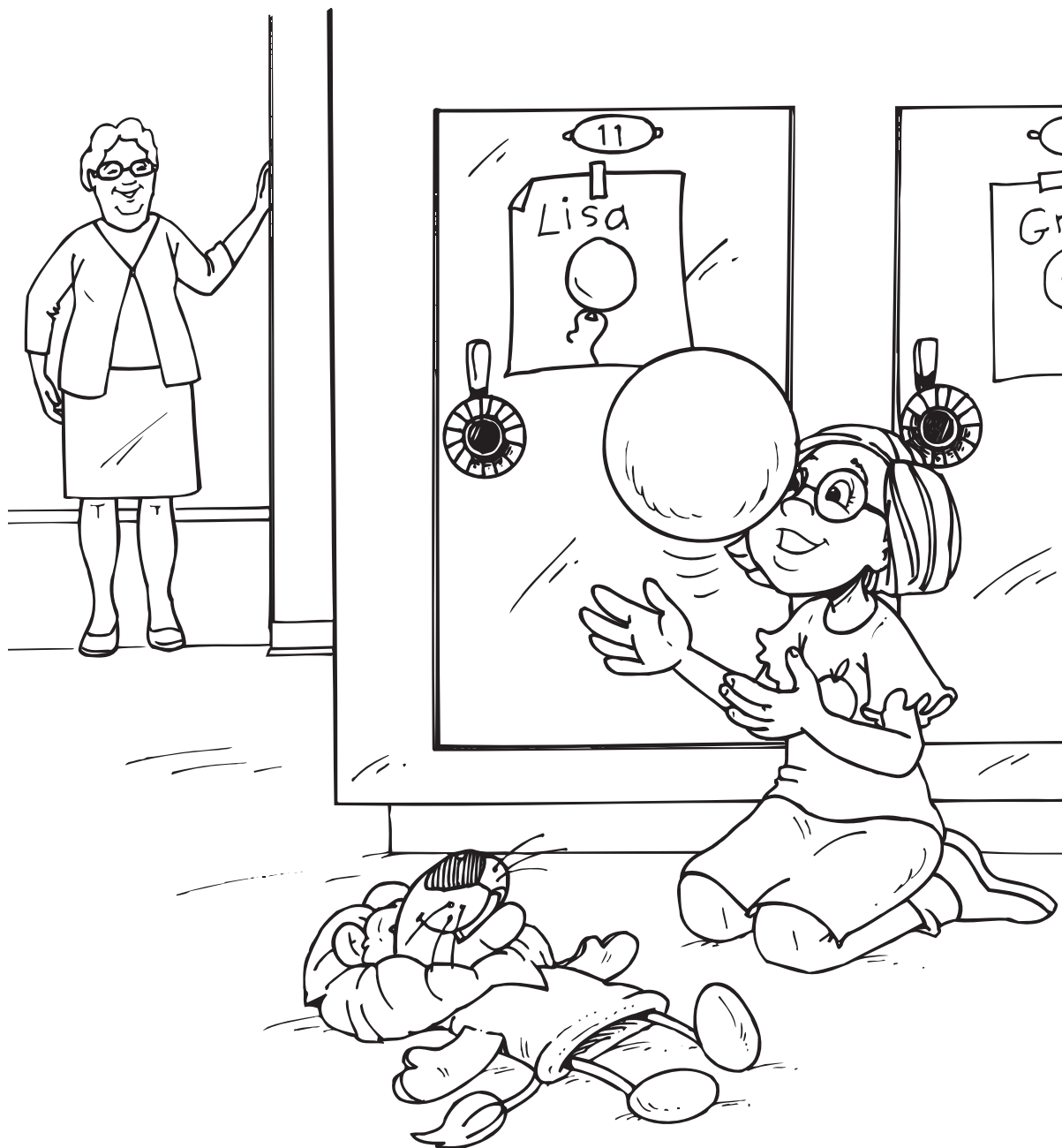
/l/ words: Lisa, like, ladder, laughing, smiling, in-line skates, apple, slide, play, glasses



Lisa likes to play in the line.

4

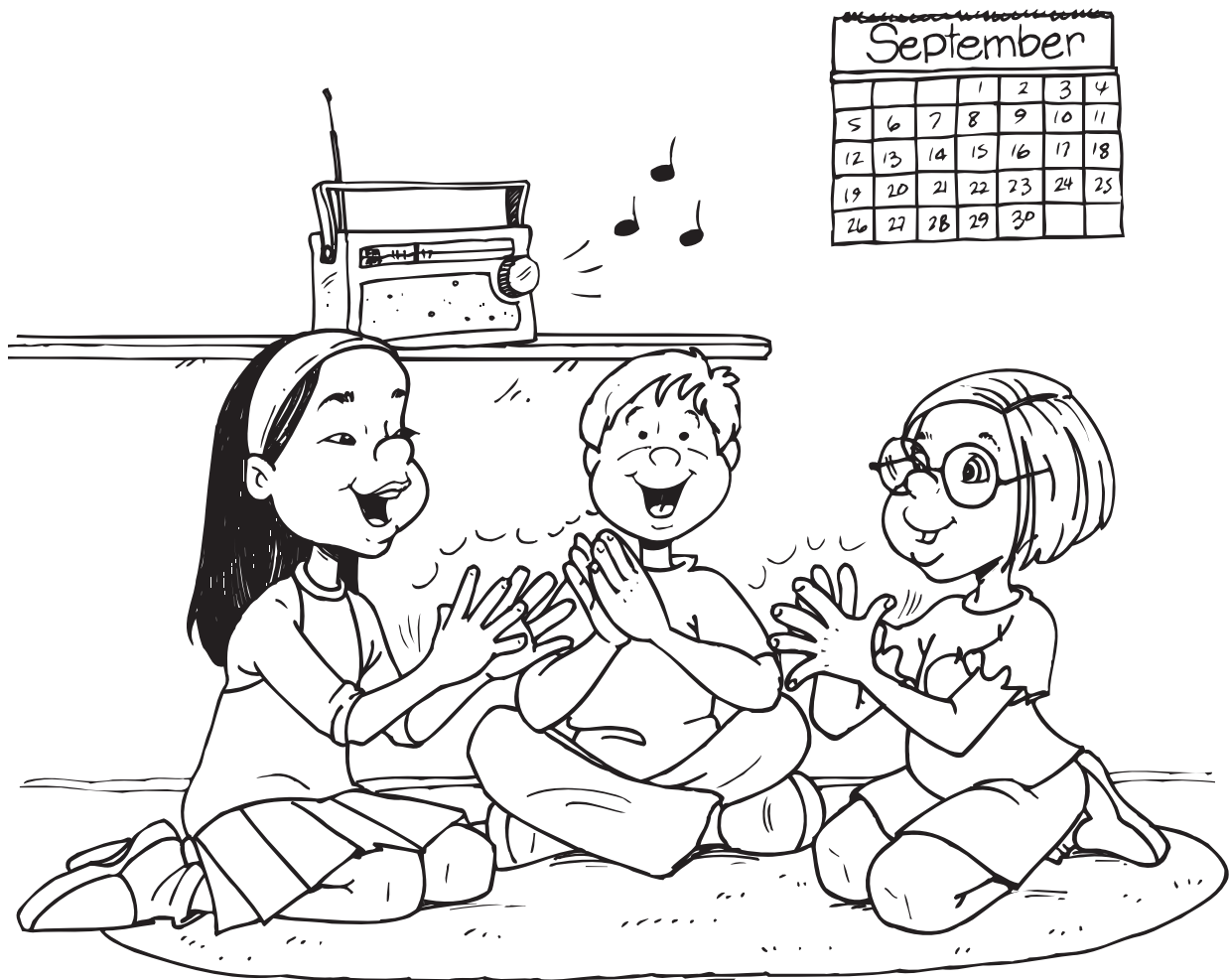
/l/ words: Lisa, like, line, ball, apple, play, glasses, cloud



Lisa likes to play by her locker.

5

/l/ words: Lisa, like, locker, lion, eleven, smiling, balloon, ball, play, glasses



Lisa likes to play in her class.

6

/l/ words: Lisa, like, listen, calendar, smile, play, class, clapping, glasses



Lisa likes to play at the library.

7

/l/ words: Lisa, like, library, lion, librarian, telephone, tulips, Principal Lee, flag, play, globe



Lisa likes to play under the table.

8

/l/ words: Lisa, like, ladder, pencils, table, apple, play, blocks, glasses



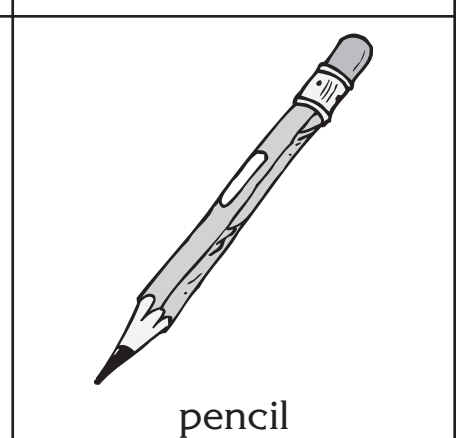
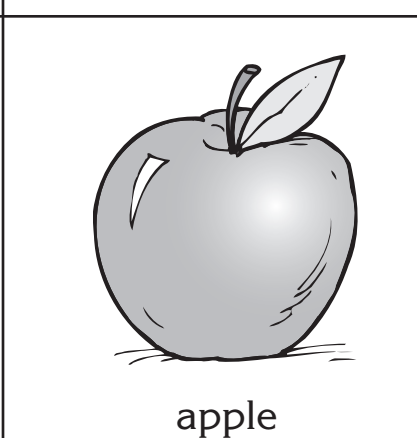
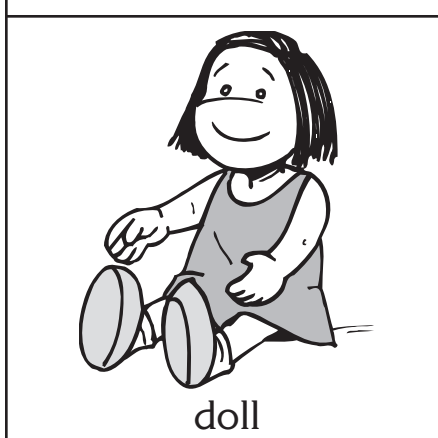
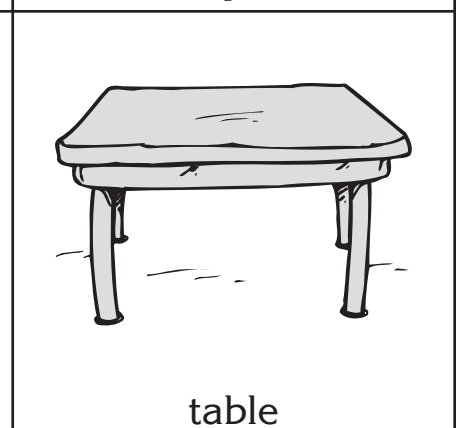
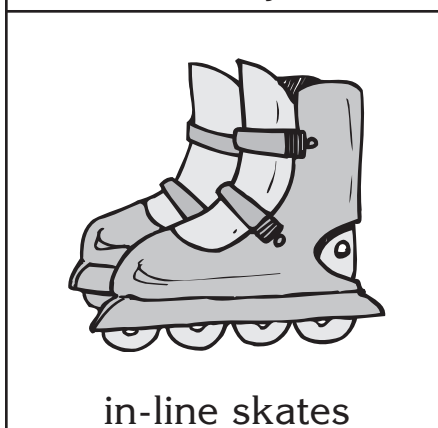
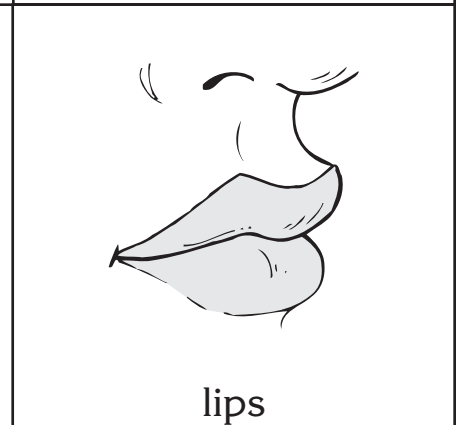
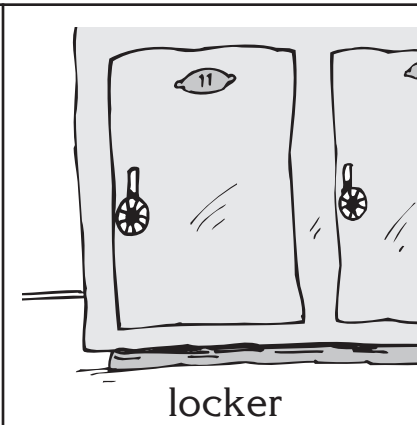
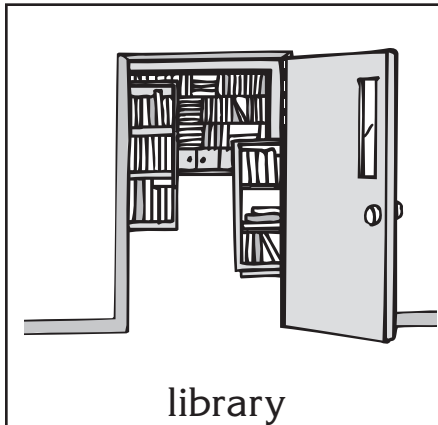
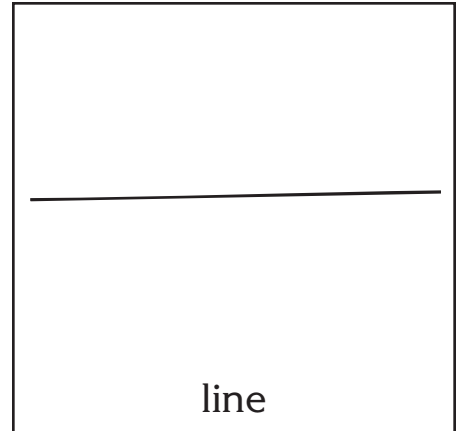
Lisa likes to play all day!

9

/l/ words: Lisa, lion, pencils, in-line skates, balloon, all, doll, ball, apple, play, blocks, flag, glasses

/l/ Articulation Cards

Cut apart these cards and use them for drill or games.



/l/ Sight Words

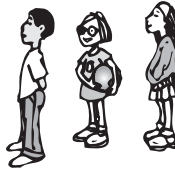
Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

1. Lisa is _____ the slide.



2. Lisa is _____ the line.



3. Lisa is _____ her desk.



4. Lisa is _____ the library.



5. Lisa is _____ her locker.



6. Lisa is _____ the table.



Word Bank

in

by

on

under

at

Family: After your child completes this worksheet, practice saying /l/ in:

☐ words—Practice these words: line, library, locker, table, _____.

☐ sentences—Read the sentences above.

☐ conversation—Talk about the places Lisa goes. Can you think of other places she can go that have an /l/ sound?

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound in the beginning of the word. Circle them.



Family: Please practice the /l/ sound in:

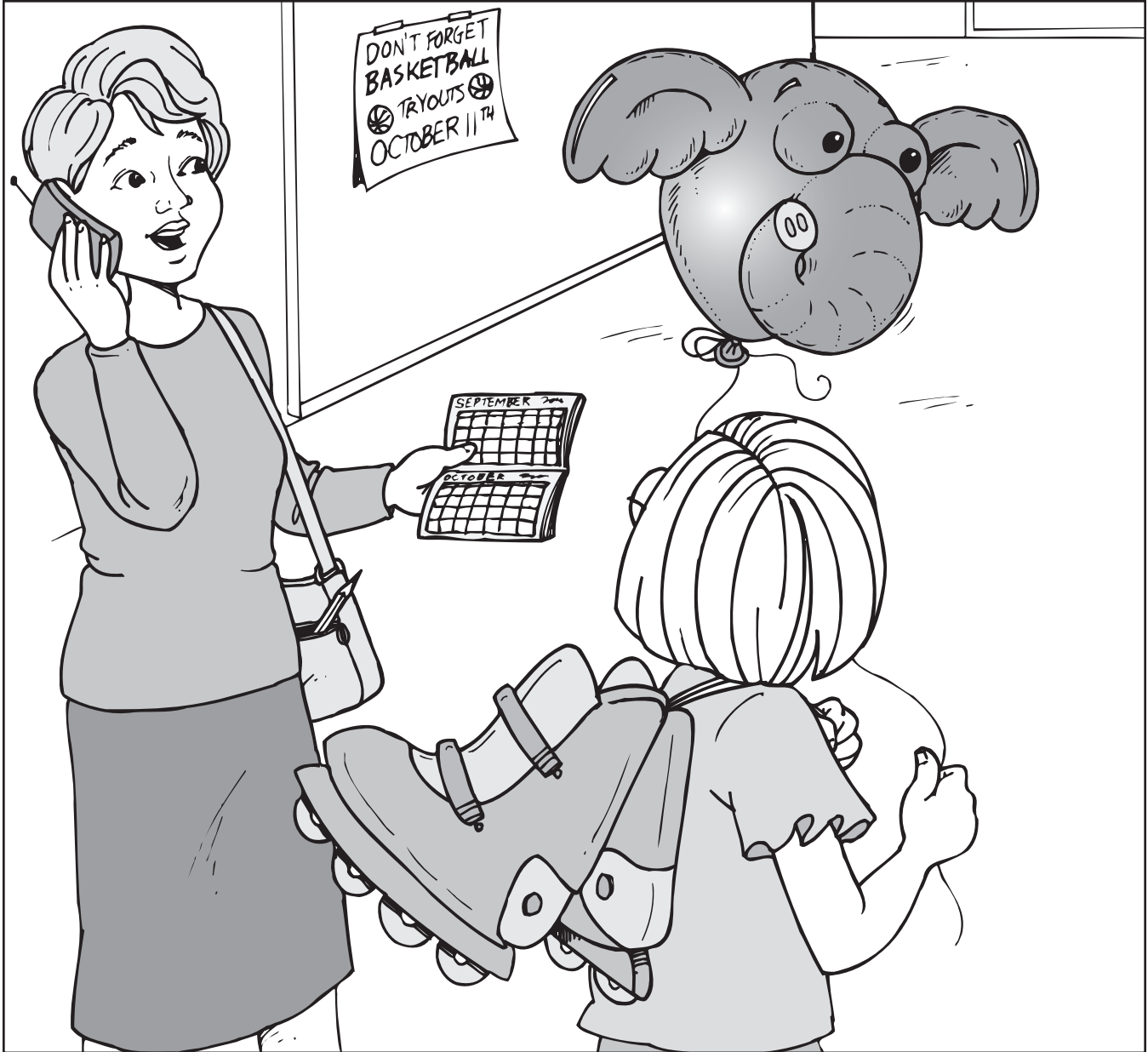
- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—What is happening in the picture?

Answer: lion, leg, ladder, library, Lisa, librarian

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound in the middle of the word.
Circle them.



Family: Please practice the /l/ sound in:

- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture.

Answer: in-line skates, elephant, hallway, calendar, balloon, cell phone (telephone)

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound at the end of the word.
Circle them.



Family: Please practice the /l/ sound in:

- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture. What do you think the principal and Lisa are talking about?

Answer: ball, table, principal, apple, snail

/l/ Writing Activity

Name _____

In the story, “Lisa Likes to Play,” Lisa plays with things that have an /l/ sound.

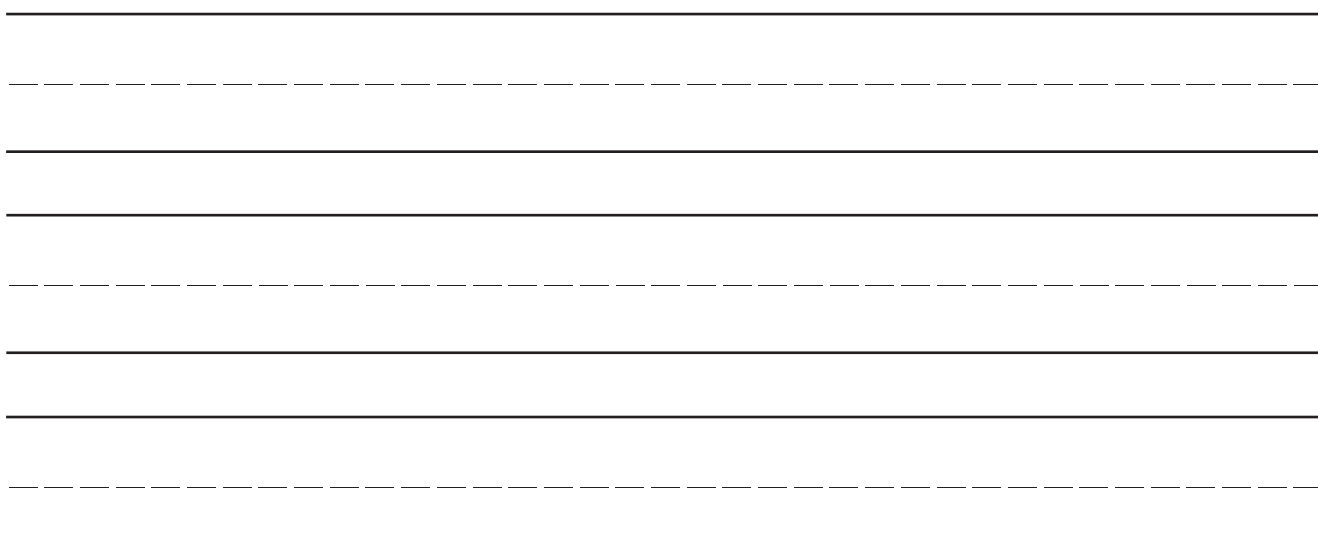
Think of toys that have an /l/ sound. Here are some ideas to get you started:
doll, in-line skates, blocks.



Draw a picture of _____ of these toys.
number



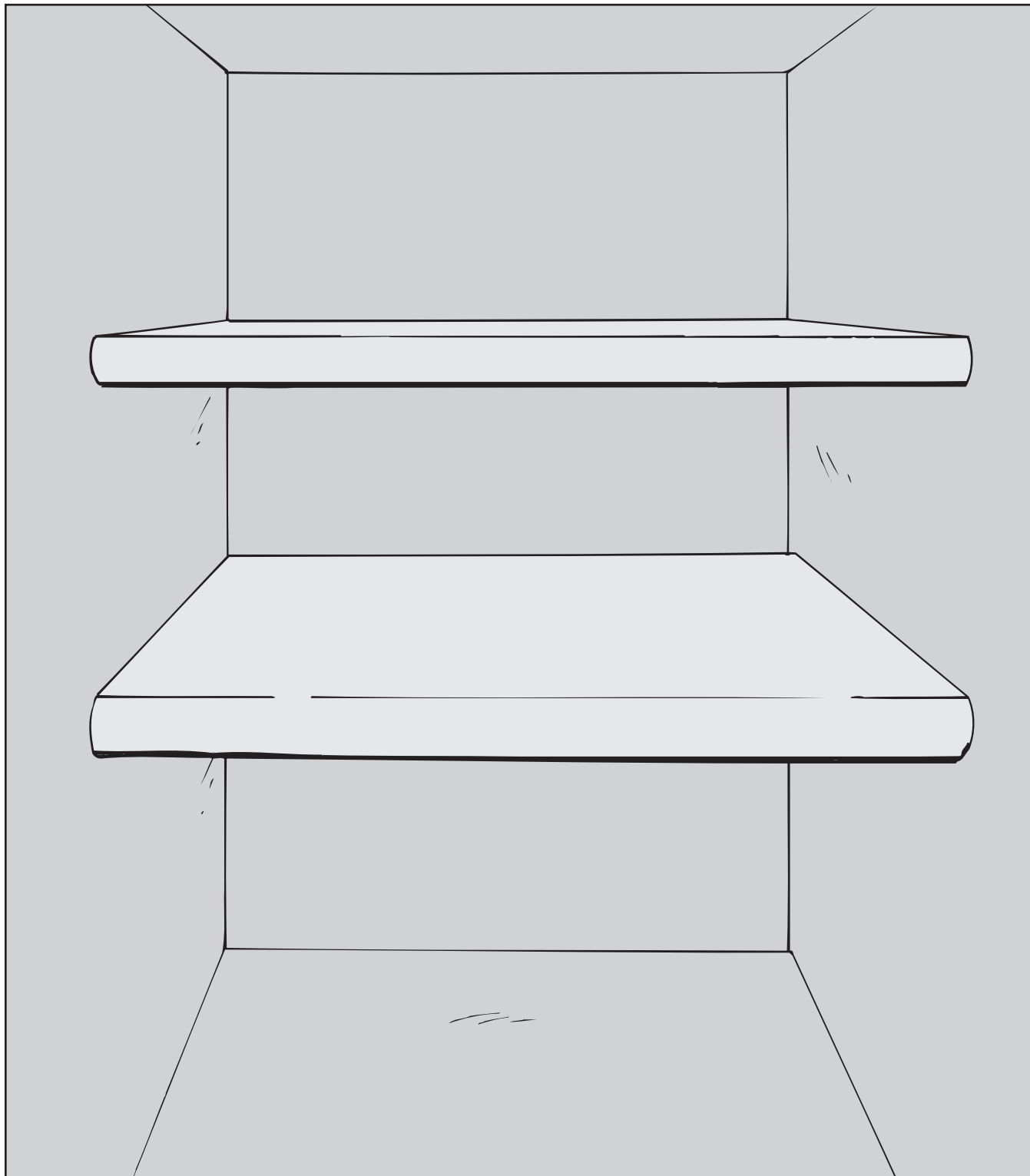
Write about one of these toys.



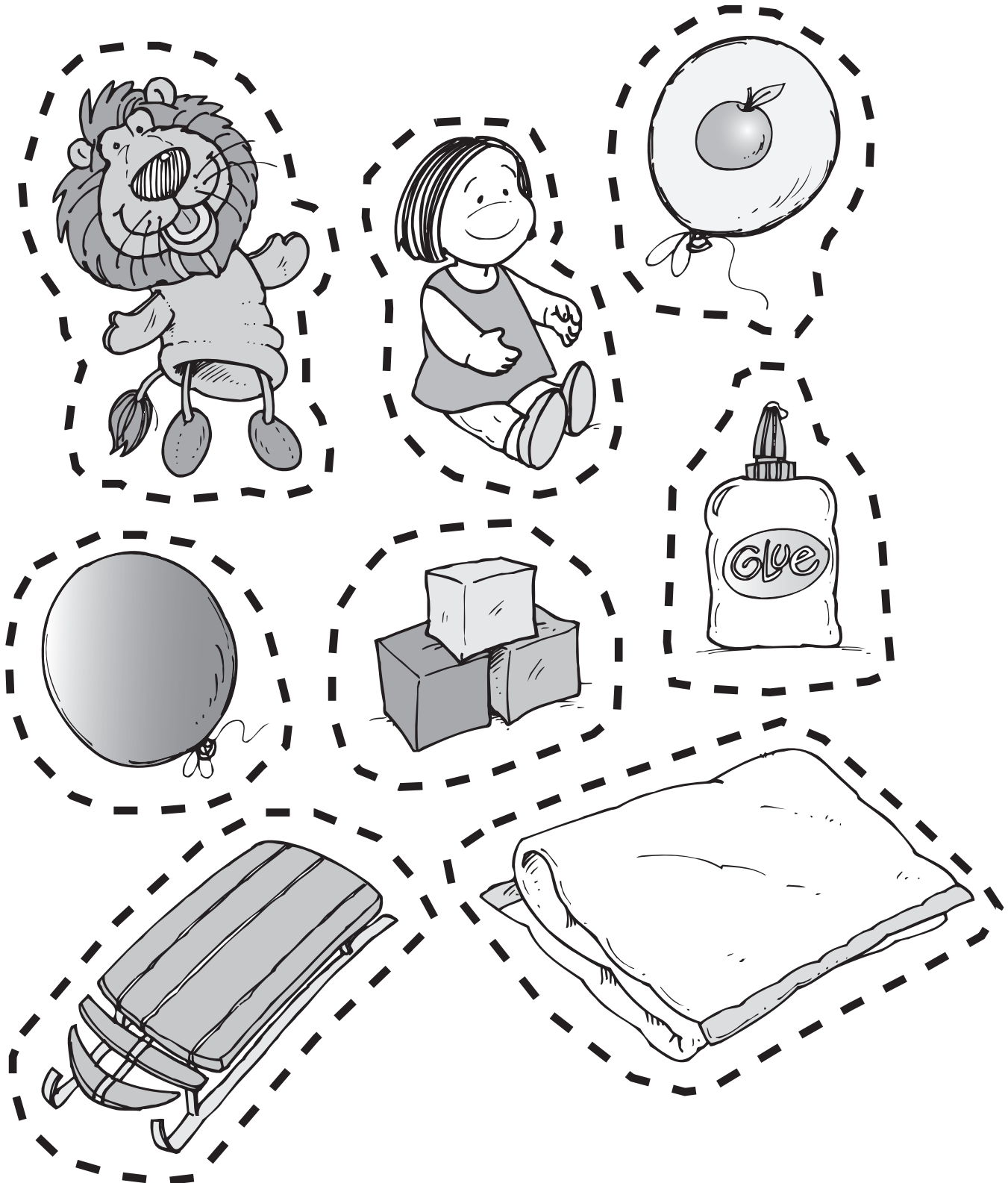
/l/ Barrier Game

Name _____

Use this page with the pictures on page 136.



Cut out these pictures. Help Lisa put them away in the closet on page 135.

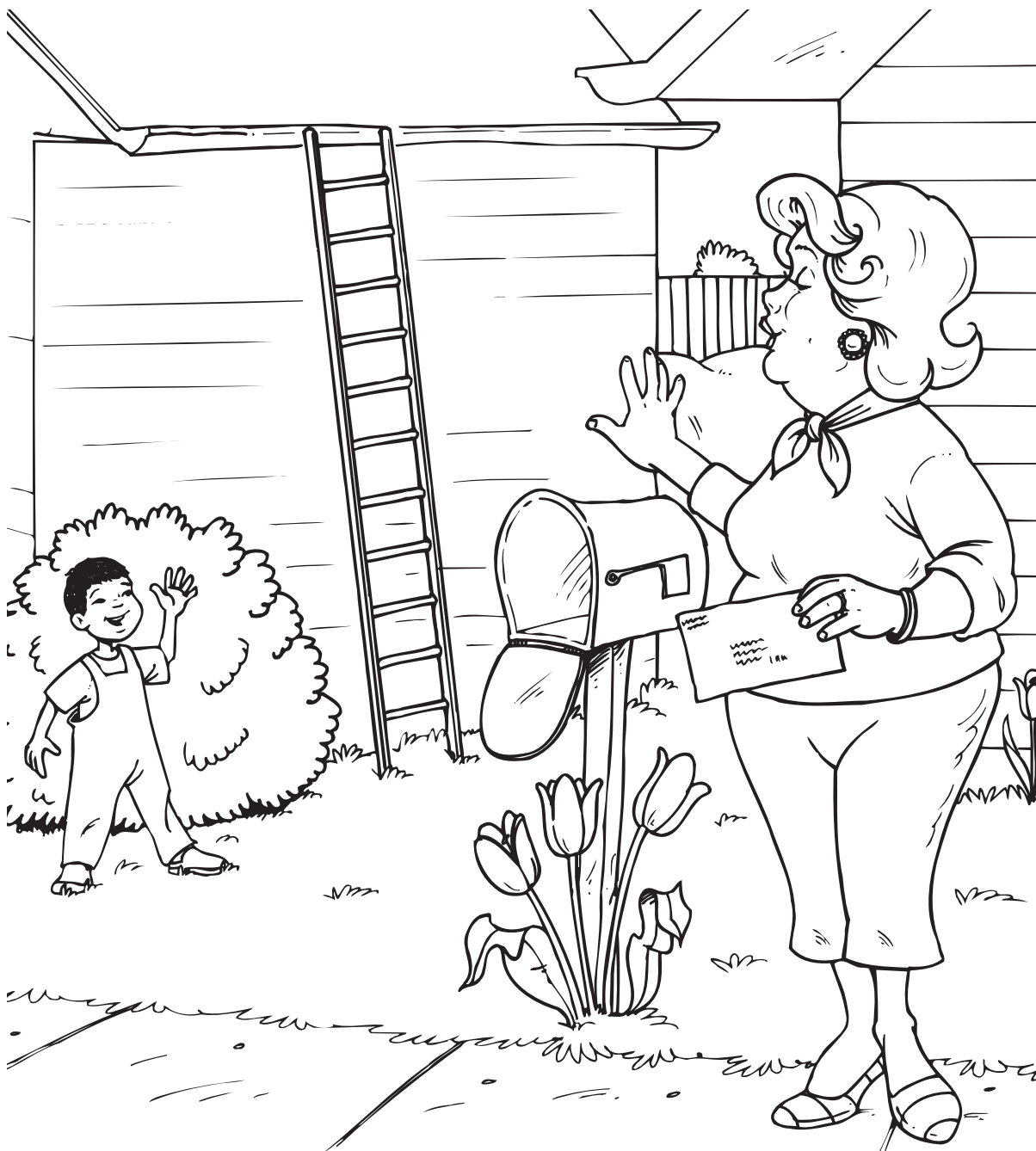


Mrs. Little



1

/l/ words: lady, lips, long, Mrs. Little, eyelashes



Mrs. Little is a lady who lives by Luke.

2

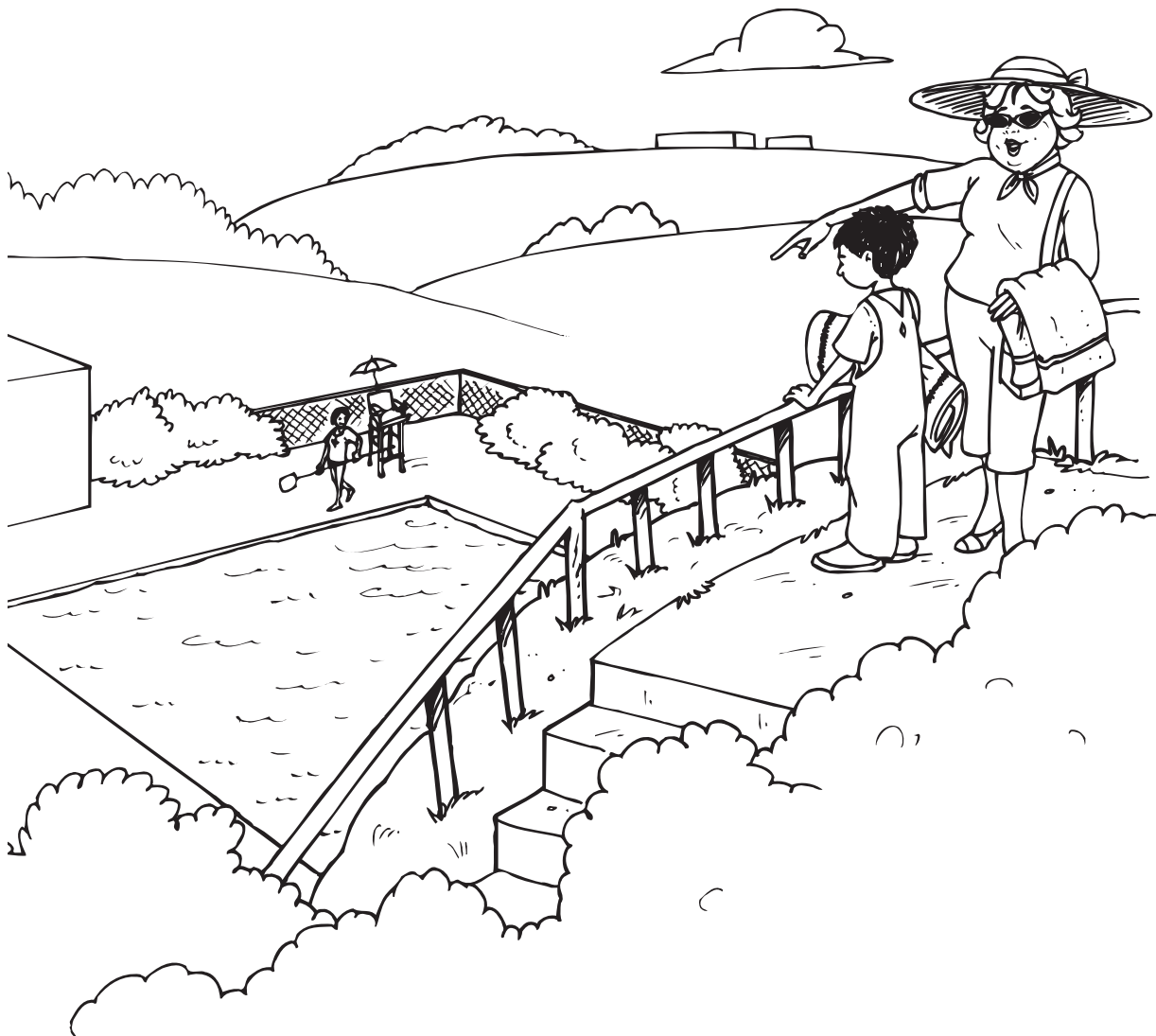
/l/ words: lady, live, ladder, Luke, letter, Mrs. Little, tulips, mailbox, bracelet



Mrs. Little says, "Look up there."

3

/l/ words: Luke, lady, look, Mrs. Little, bracelet, balloons, clouds



Mrs. Little says, "Look down there."

4

/l/ words: lady, Luke, look, lifeguard, Mrs. Little, sunglasses, towel, pool, cloud



Mrs. Little says, "Look over there."

5

/l/ words: lady, Luke, look, lettuce, lemons, Mrs. Little, bracelet, apples, jelly



Mrs. Little says, "Look in there."

6

/l/ words: lady, Luke, look, sale, snail, crawling, Mrs. Little, glasses, clothes, gloves



Mrs. Little says, "Look out there."

7

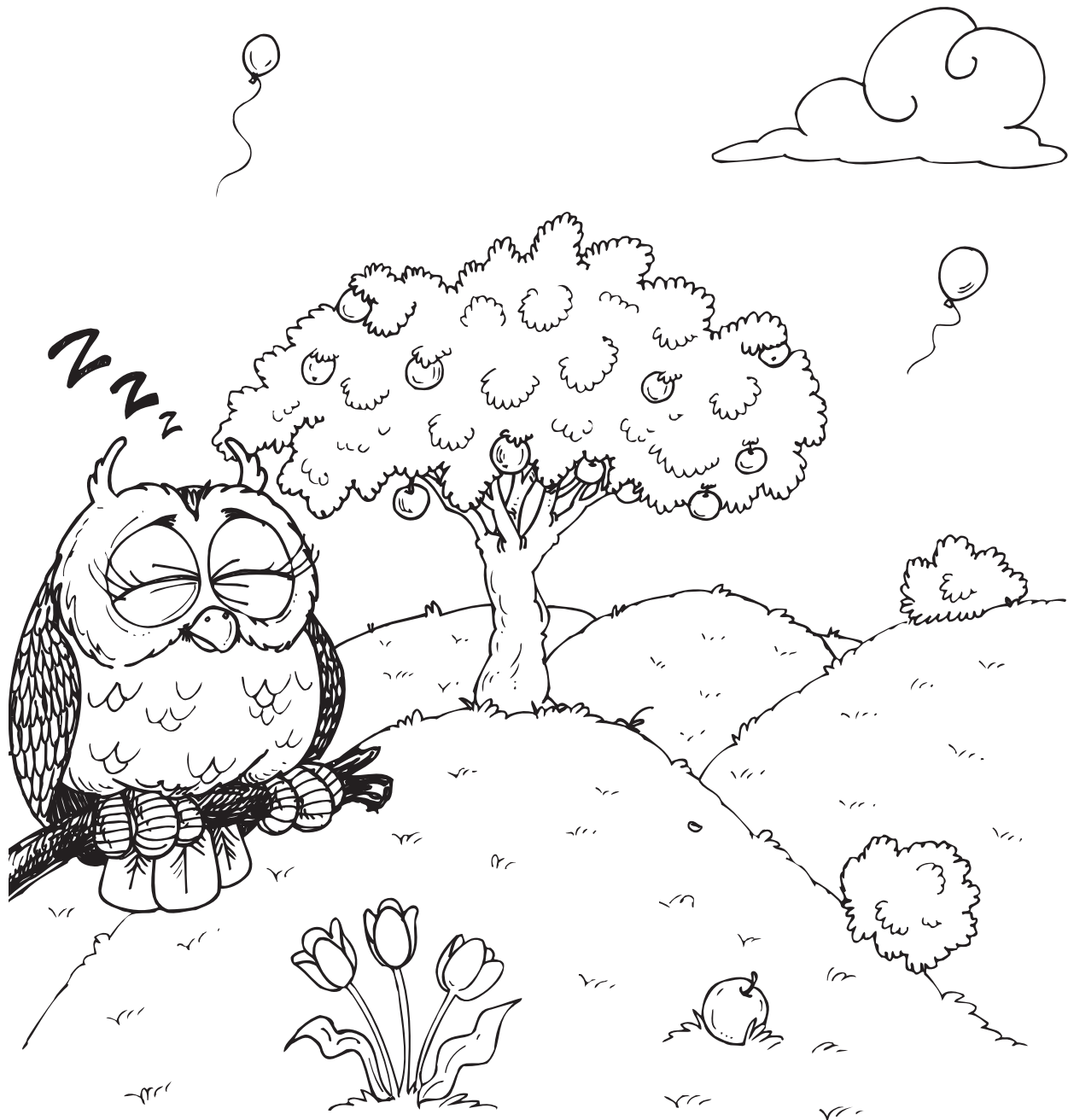
/l/ words: lady, Luke, look, lamp, Mrs. Little, bracelet, jelly beans, table, clothes, clothespins



Luke looks out there.

8

/l/ words: Luke, look, lamp, table



Luke sees the world.

9

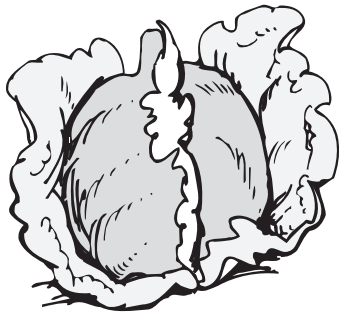
/l/ words: Luke, owl, world, tulips, balloons, apples, cloud

/l/ Articulation Cards

Cut apart these cards and use them for drill or games.



lifeguard



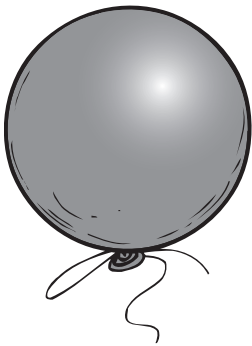
lettuce



lemon



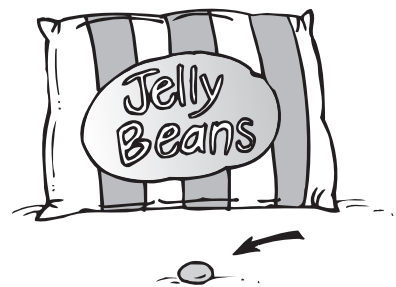
ladder



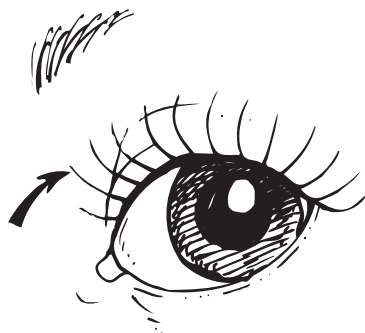
balloon



jelly



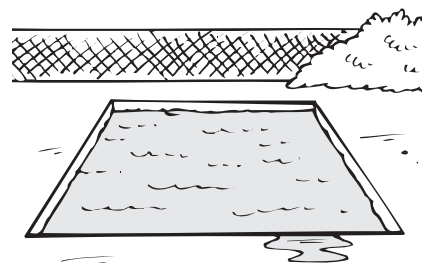
jelly bean



eyelashes



towel



pool

/l/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

1. The boy looks _____.



2. The balloon is _____ the sky.



3. The boy looks _____.



4. The girl is _____ the pool.



5. The boy looks _____ the window.



6. The gloves are _____ the window.



7. The balloon is _____ the apple tree.



Word Bank

up

down

over

in

out

Family: After your child completes this worksheet, practice saying /l/ in:

☐ words—Practice these words: look, balloon, girl, apple, _____.

☐ sentences—Read the sentences above.

☐ conversation—Talk about the things you see around the room. Are there things with an /l/ sound? Where are they?

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound in the beginning of the word. Circle them.



Family: Please practice the /l/ sound in:

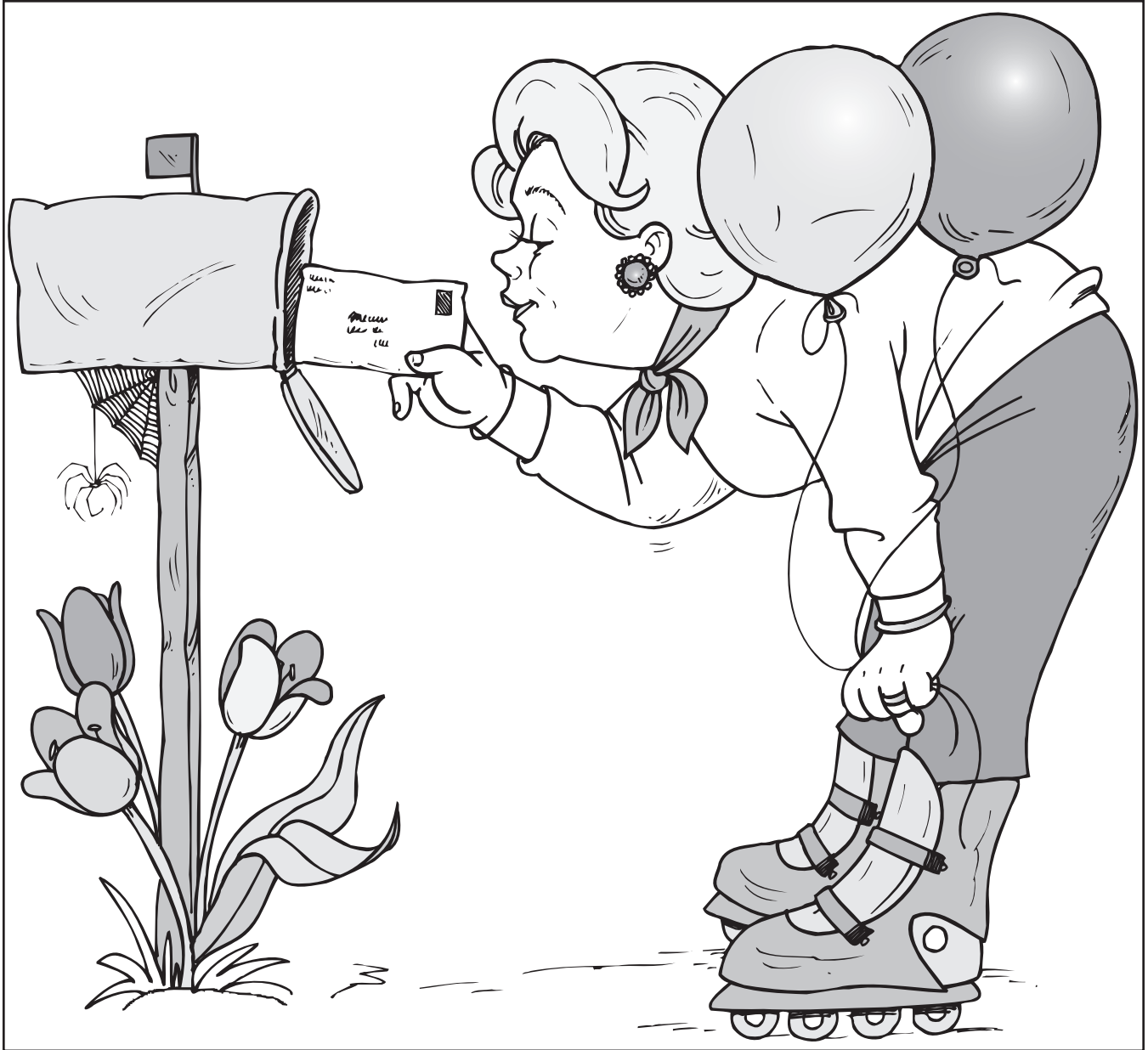
- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture.

Answer: lifeguard, lettuce, lemons, lobsters, lawnmower

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound in the middle of the word.
Circle them.



Family: Please practice the /l/ sound in:

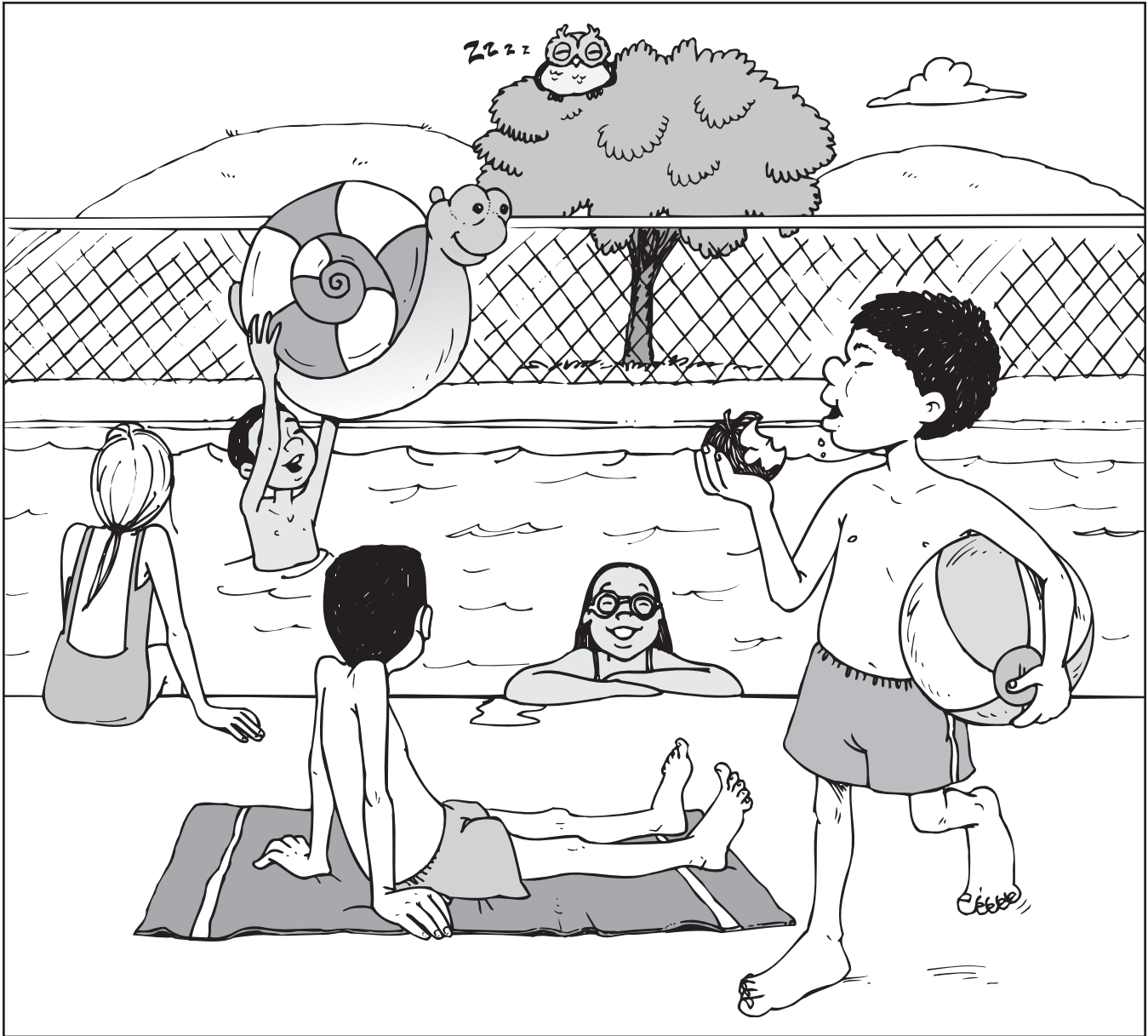
- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture.

Answer: bracelet, tulips, in-line skates, envelope, mailbox

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound at the end of the word.
Circle them.



Family: Please practice the /l/ sound in:

- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture.

Answer: pool, towel, apple, owl, ball, snail, girl

/l/ Writing Activity

Name _____

In the story, “Mrs. Little,” the lady shows the boy things with an /l/ sound.

Think of things you see at _____ that have an /l/ sound.



Draw a picture of one of these things.



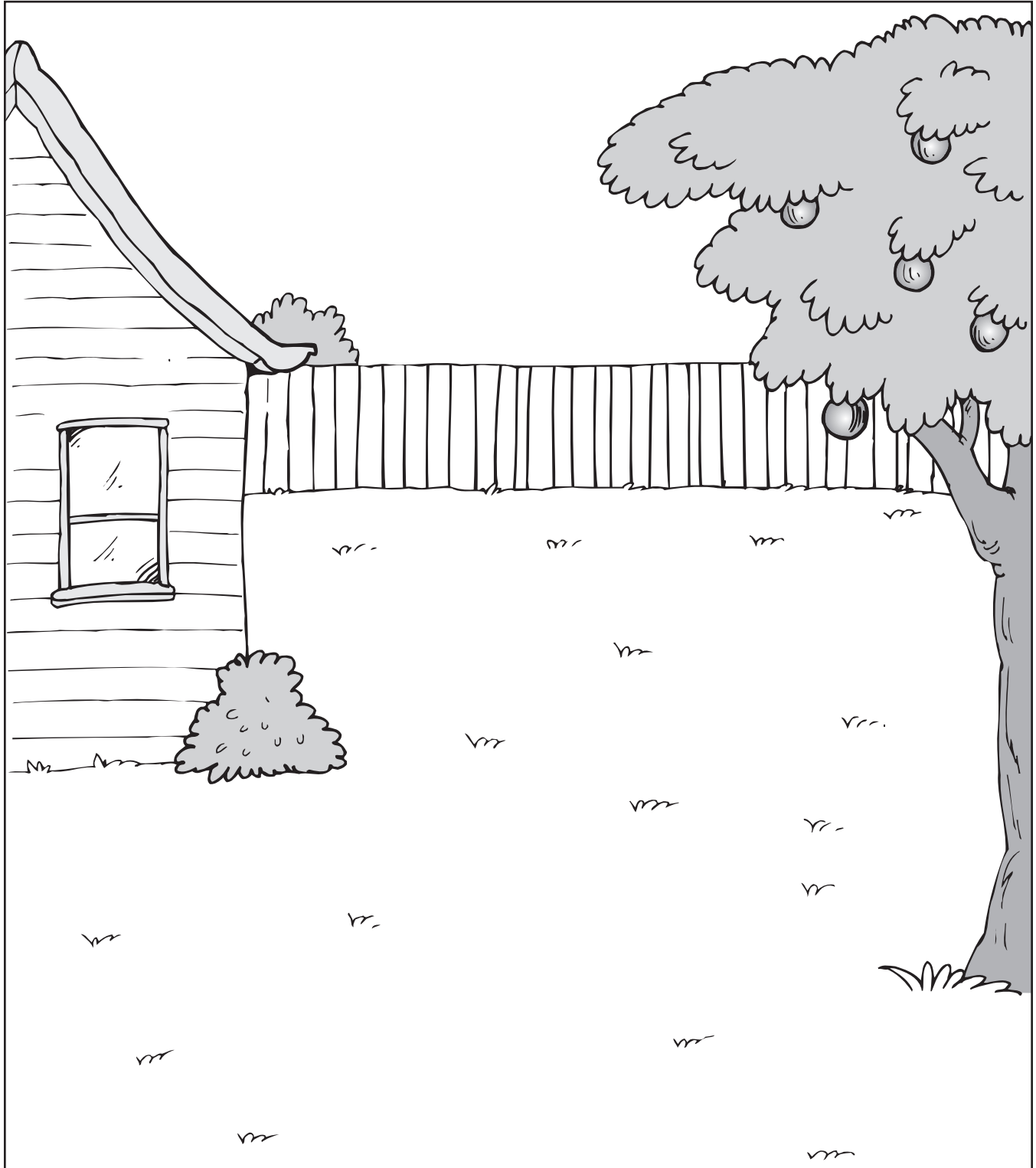
Write about one of them.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

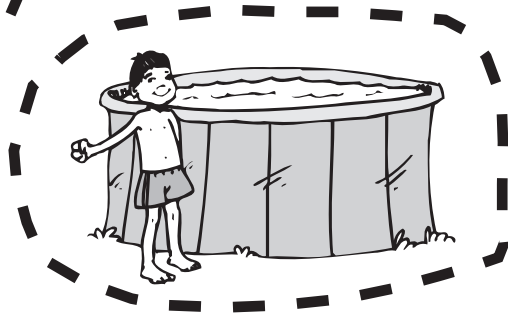
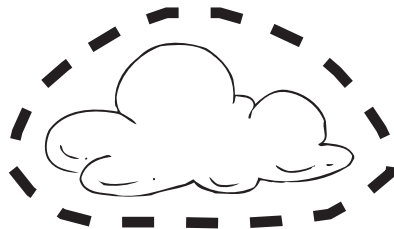
/l/ Barrier Game

Name _____

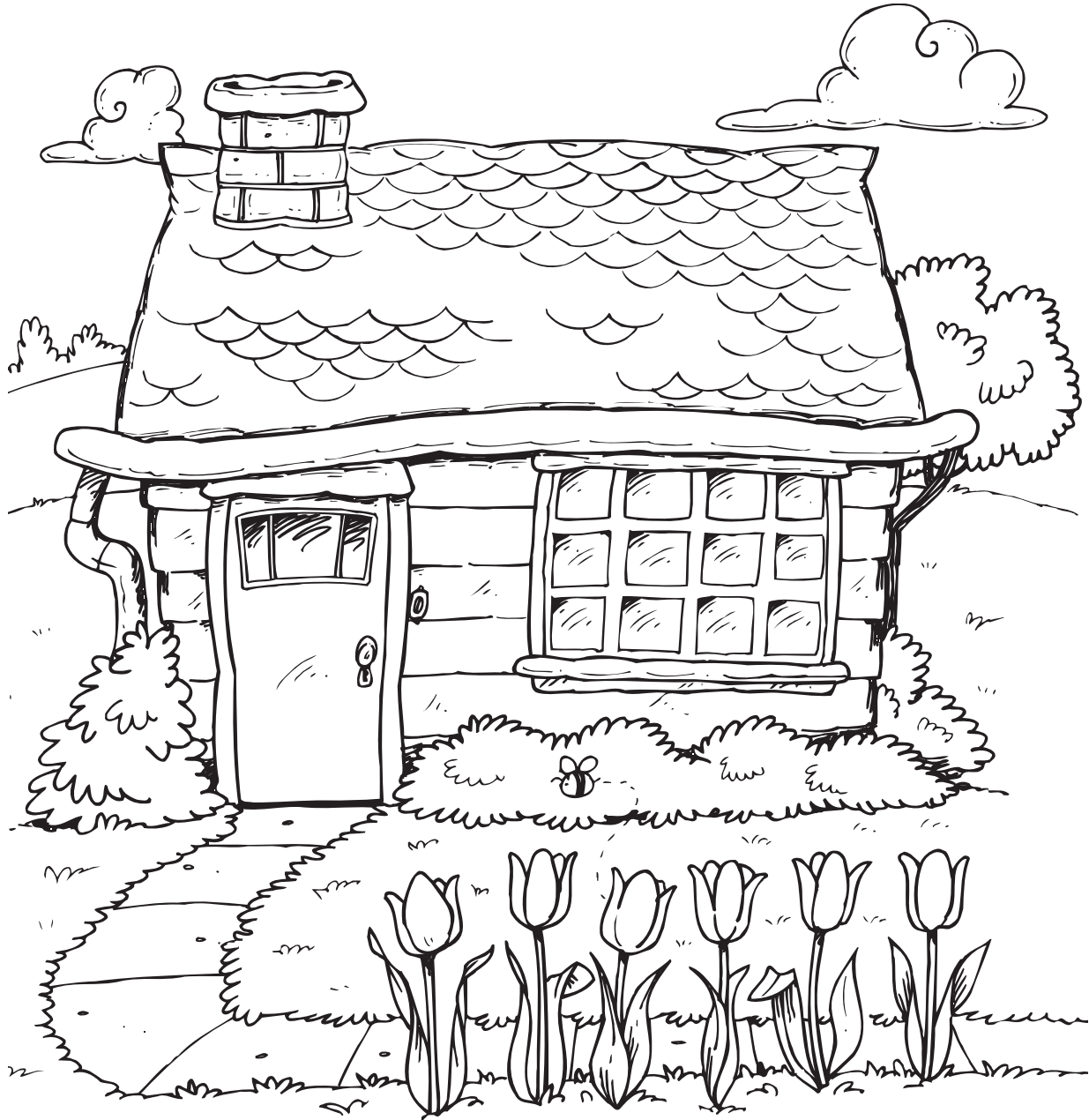
Use this page with the pictures on page 153.



Cut out these pictures and put them in Mrs. Little's yard on page 152.



Where Do You Live?



1

/l/ words: live, tulips, sidewalk, clouds



Where does the lion live?

2

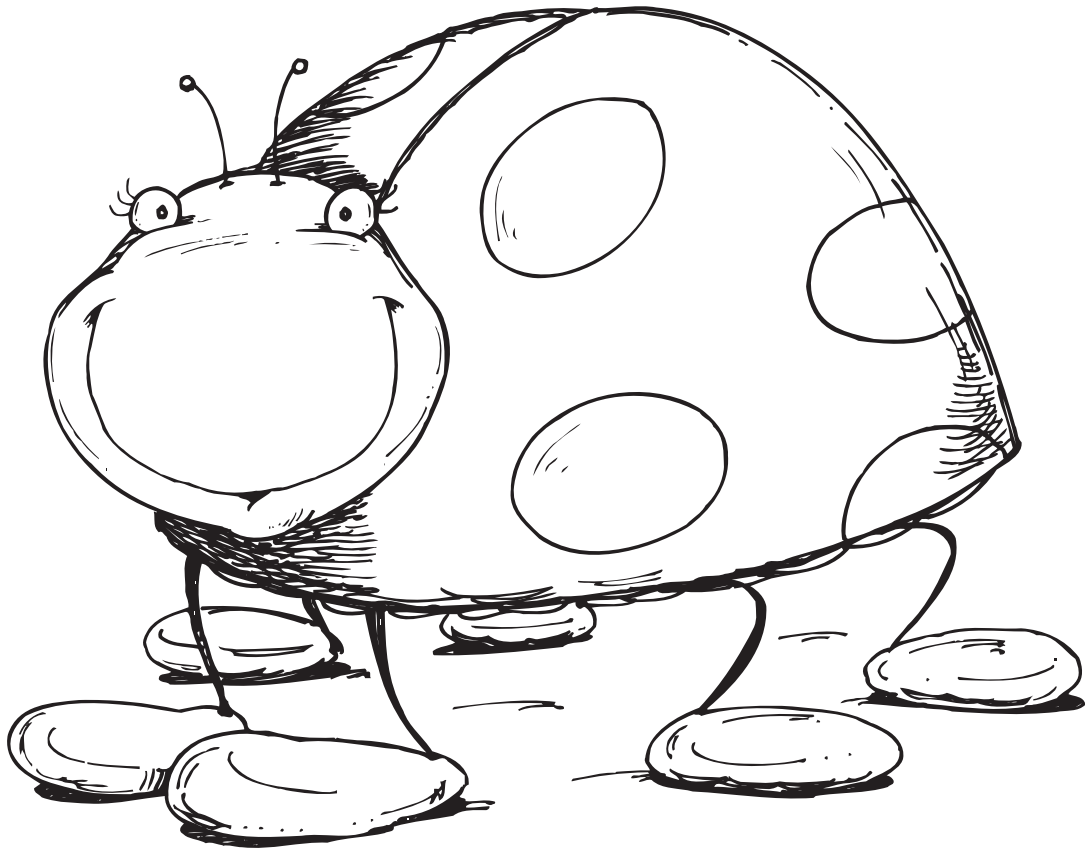
/l/ words: lion, live, long, tail



The lion lives in the grassland.

3

/l/ words: lion, live, grassland, elephant, alligator



Where does the ladybug live?

4

/l/ words: ladybug, live, legs, smile



The ladybug lives on a leaf.

5

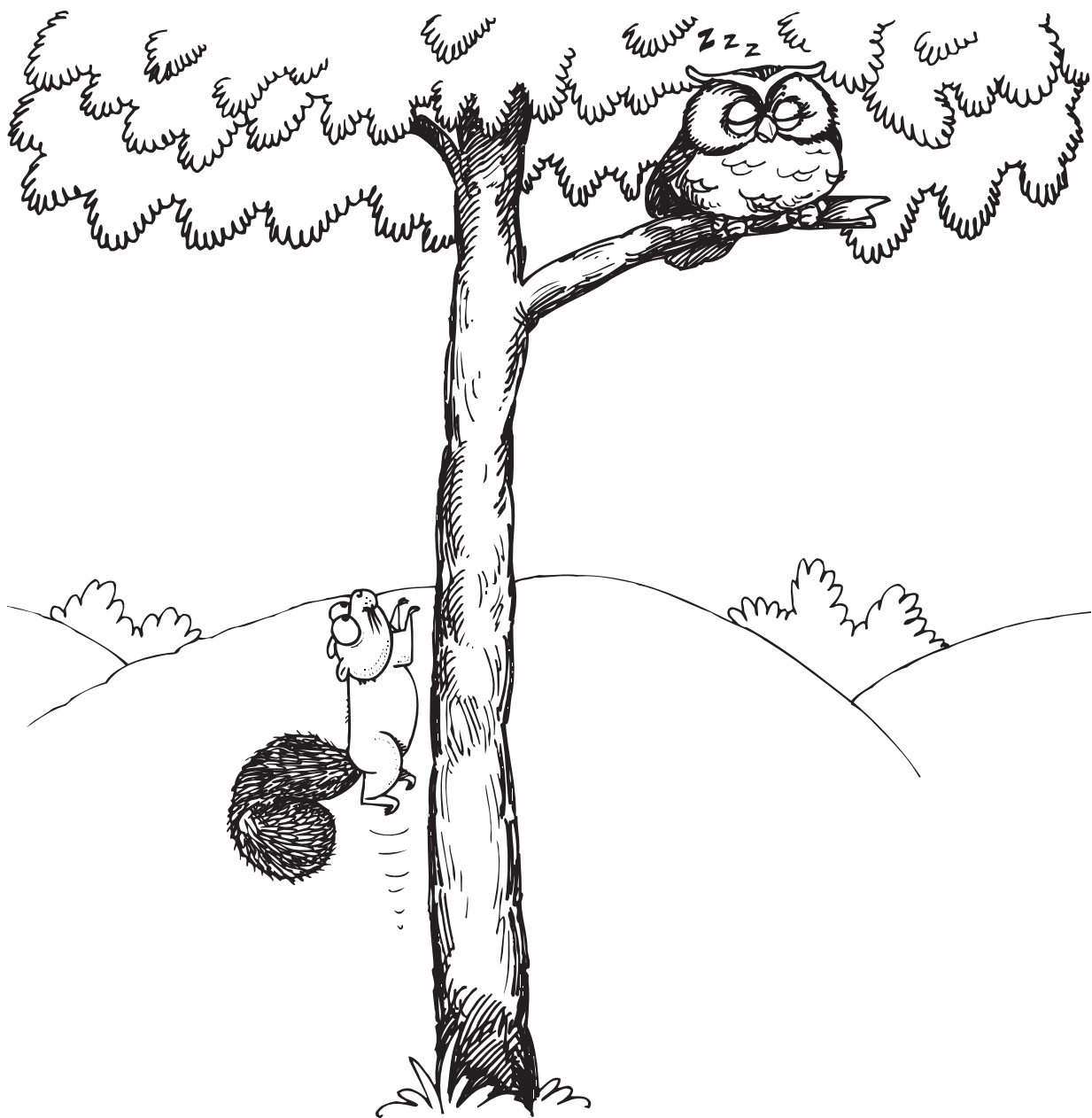
/l/ words: ladybug, live, large, leaf, tulip, caterpillar, smile, fly



Where does the owl live?

6

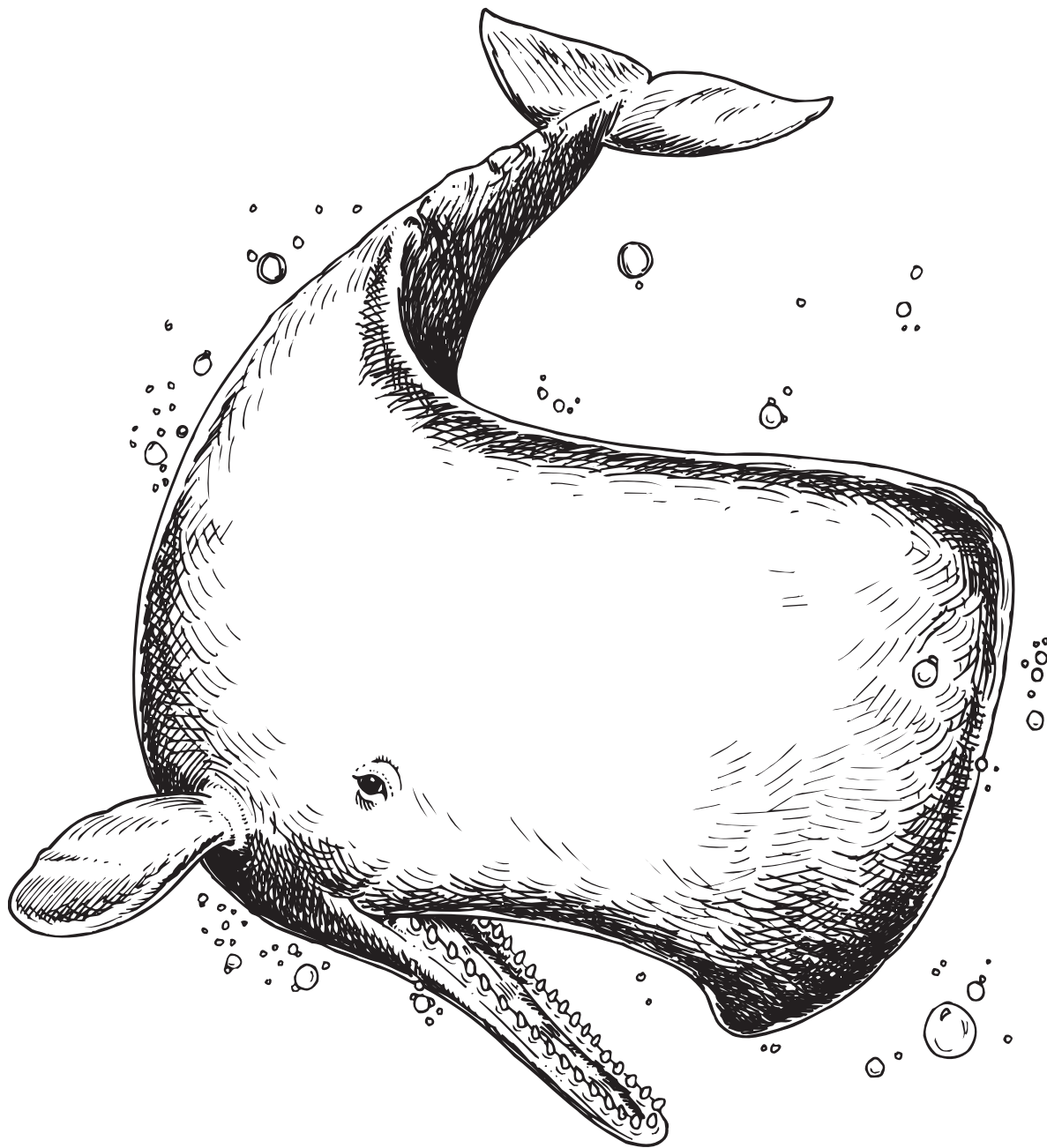
/l/ words: live, owl



The owl lives on a limb.

7

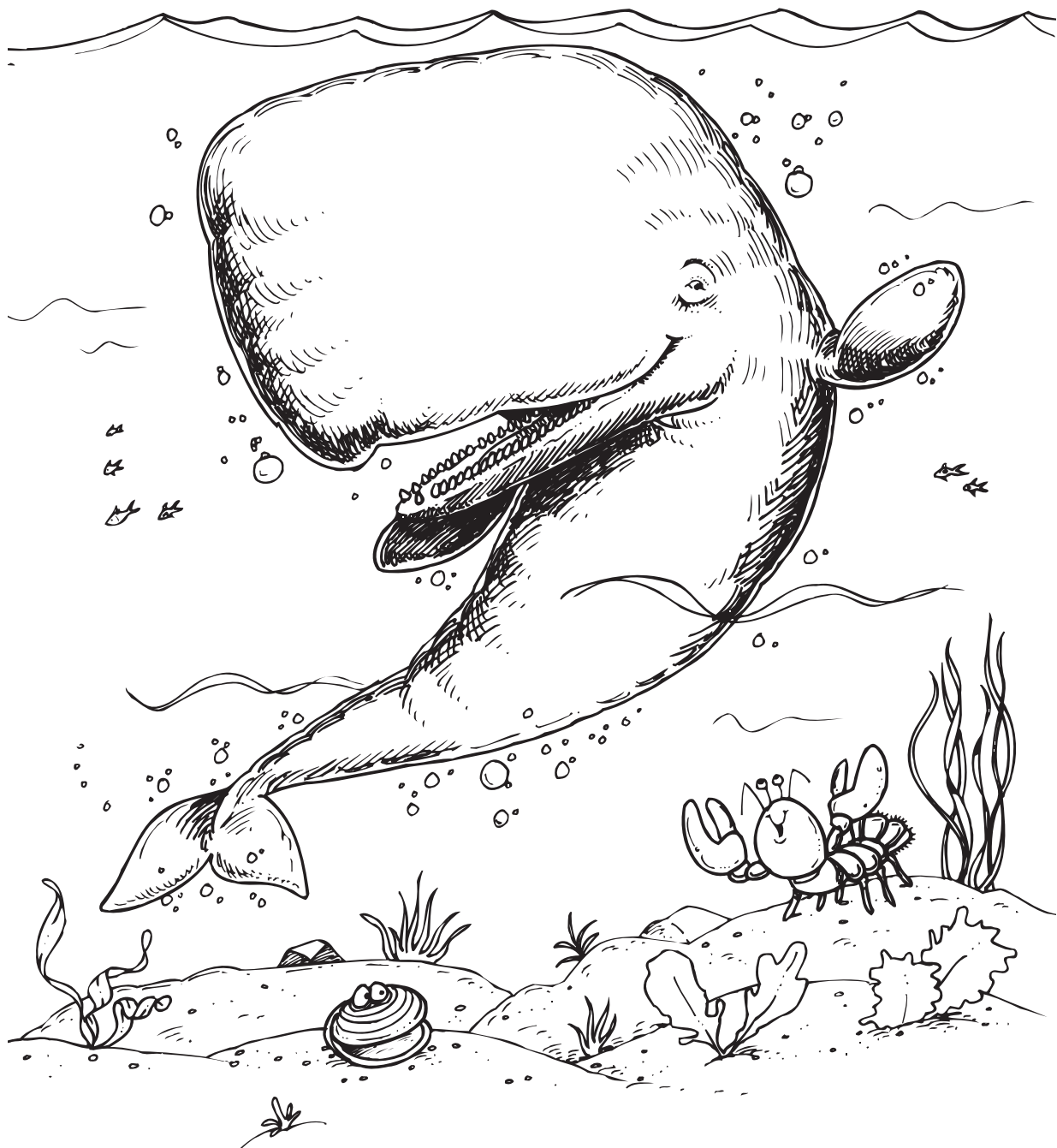
/l/ words: live, limb, owl, squirrel



Where does a whale live?

8

/l/ words: live, bubbles, whale



A whale lives in the ocean.

9

/l/ words: live, lobster, bubbles, whale, clam



Where do you live?

10

/l/ words: live, smiling, sandals, girl

/l/ Articulation Cards

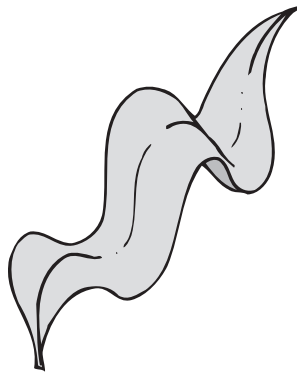
Cut apart these cards and use them for drill or games.



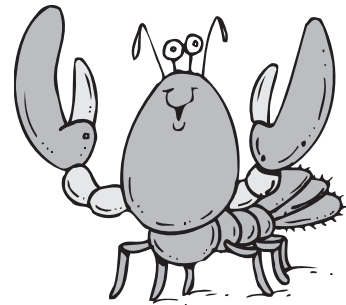
lion



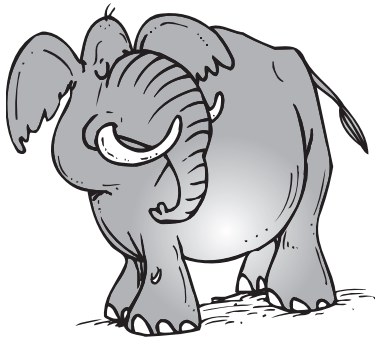
ladybug



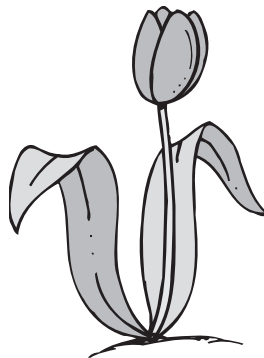
leaf



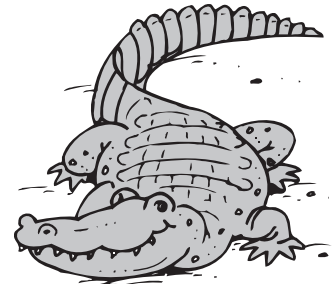
lobster



elephant



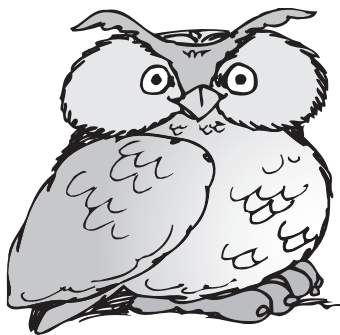
tulip



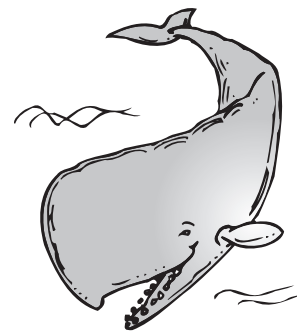
alligator



grassland



owl



whale

/l/ Sight Words

Name _____

Complete these sentences. Use the words in the Word Bank to fill in the blanks.

1. _____ does the lion live?



2. The lion lives _____ the grassland.



3. Where _____ the owl live?



4. The owl _____ on a limb.



5. Where does the ladybug _____?



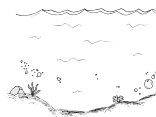
6. The ladybug _____ on a leaf.



7. Where _____ the whale live?



8. The whale lives _____ the water.



9. Where do you _____?



10. I live _____.
(Fill in your own word here.)

Word Bank

where

live

does

in

lives

Family: After your child completes this worksheet, practice saying /l/ in:

☐ words—Practice these words: lion, live, leaf, owl, _____.

☐ sentences—Read the sentences above.

☐ conversation—Talk about the places where these animals live. What kinds of things can you see in these places? Can you think of things that have an /l/ sound?

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound in the beginning of the word.
Circle them.



Family: Please practice the /l/ sound in:

- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture. What are the animals doing?

Answer: lion, ladybug, leaf, lobster, leopard

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound in the middle of the word.
Circle them.



Family: Please practice the /l/ sound in:

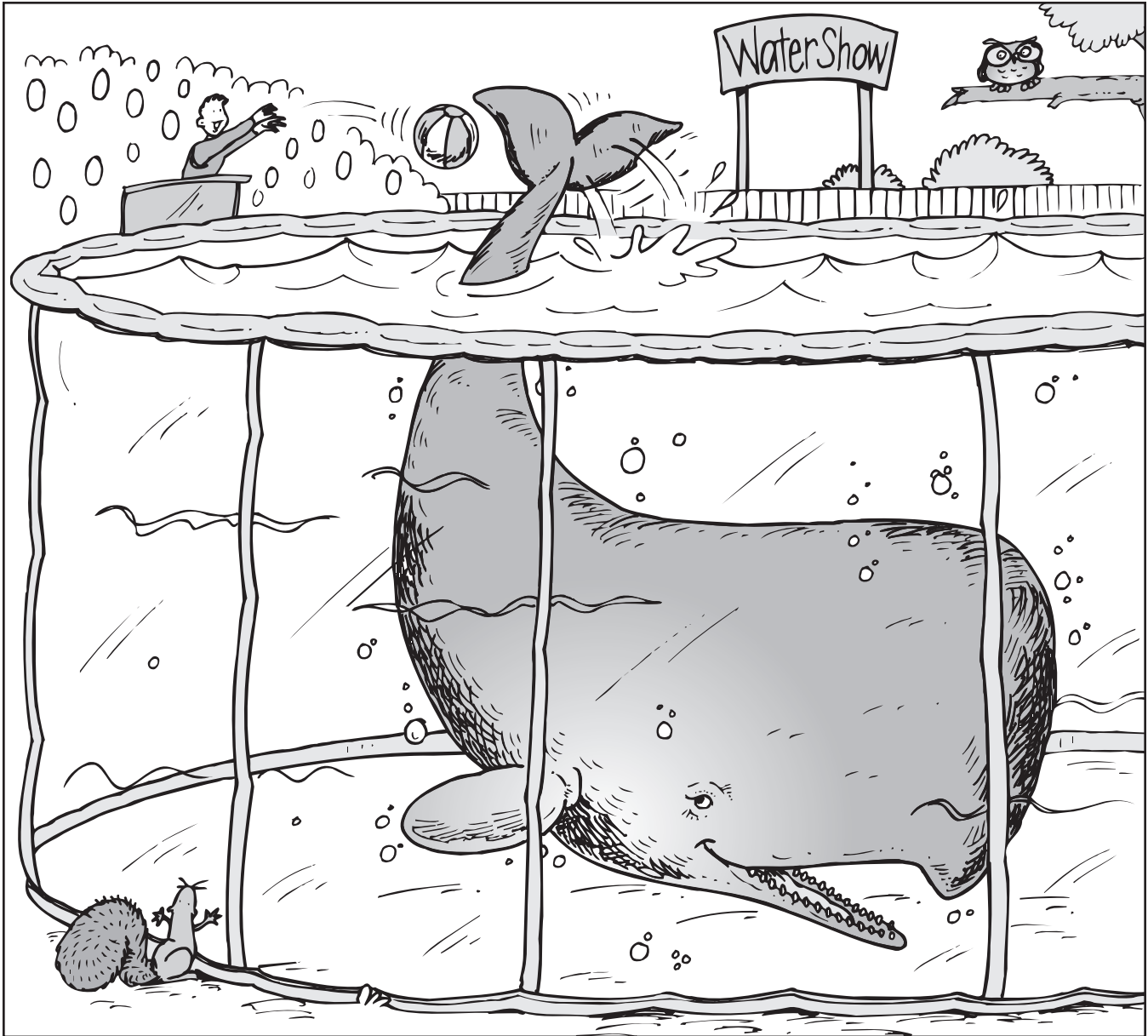
- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture. What other zoo animals have an /l/ sound?

Answer: tulips, elephant, alligator, caterpillar, balloon, smiling

/l/ Picture Search

Name _____

Find at least five things that have an /l/ sound at the end of the word.
Circle them.



Family: Please practice the /l/ sound in:

- ☐ words—Say each /l/ picture _____ times.
- ☐ sentences—Make up _____ sentences about each /l/ picture.
- ☐ conversation—Talk about the picture. Have you ever been to a water show?

Answer: whale, tail, ball, squirrel, owl

/l/ Writing Activity

Name _____

In the story, “Where Do You Live?”, the animals live in places with an /l/ sound.

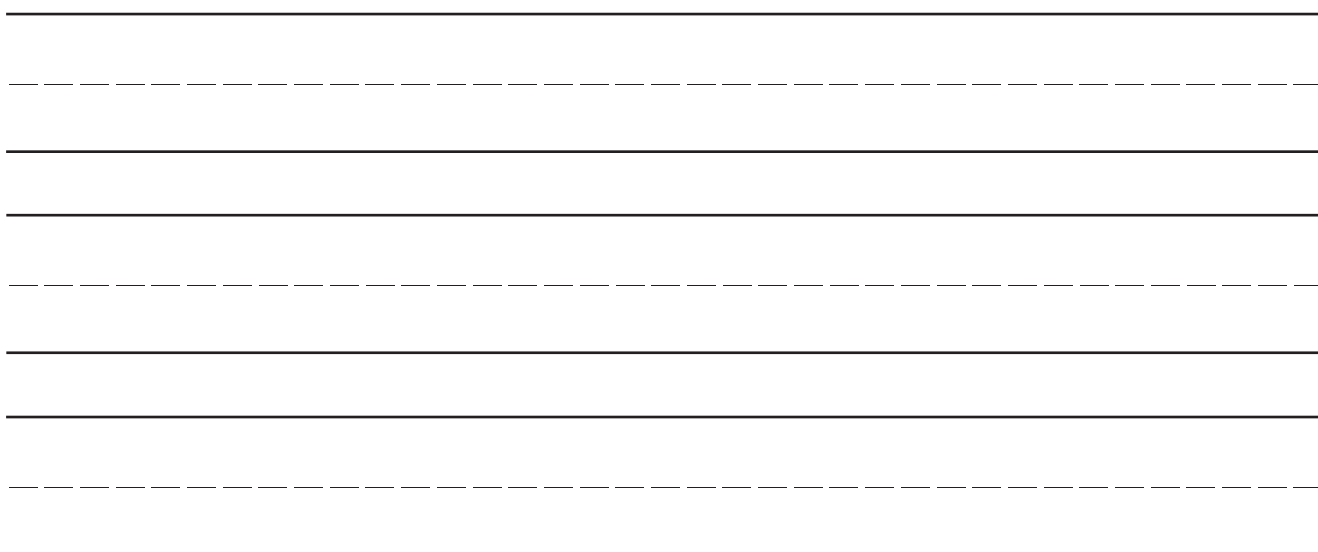
Think of places that have an /l/ sound. Here are some ideas to get you started:
lake, bowling alley, pool, library.



Draw a picture of one of these places.



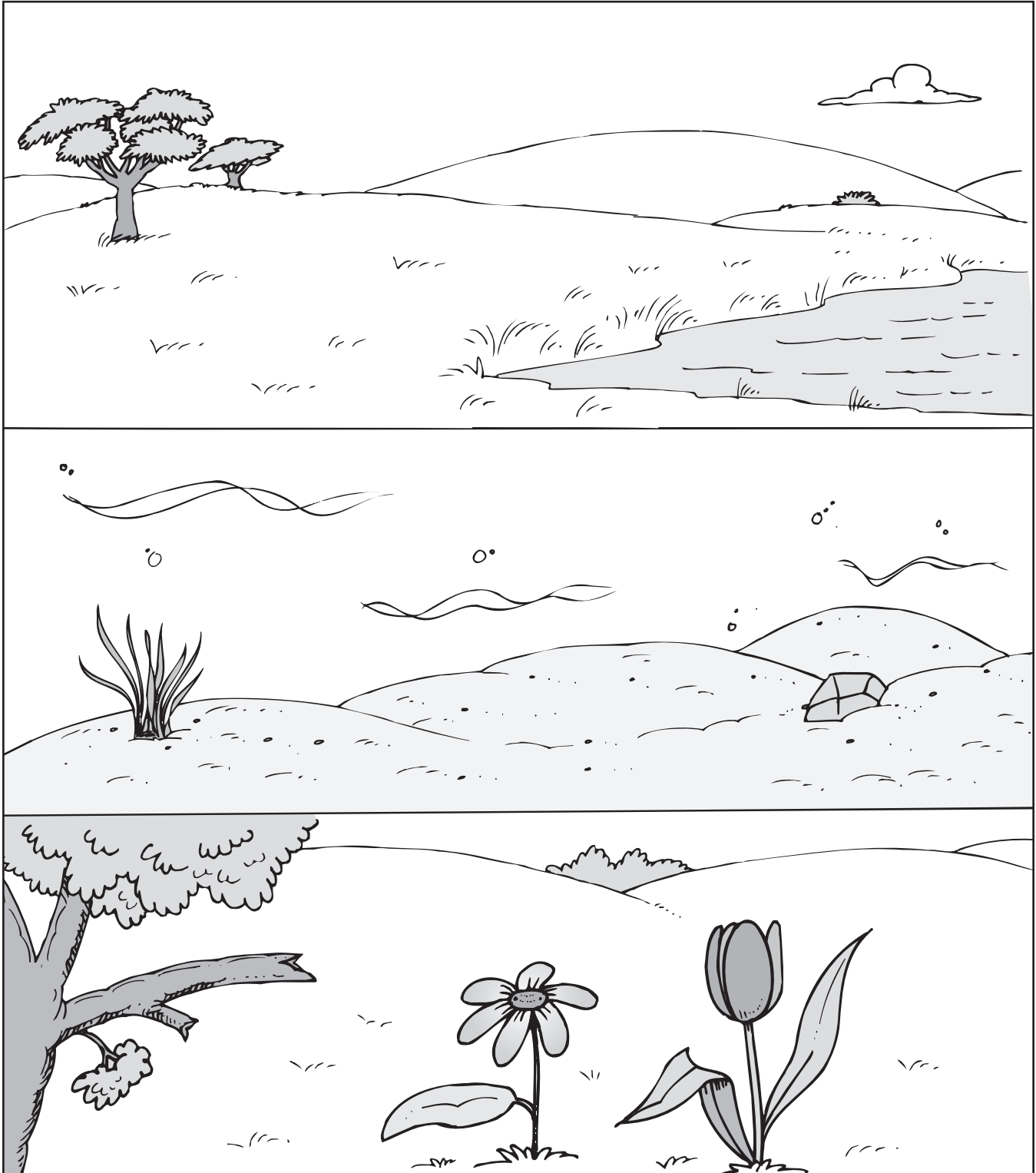
Write about it.



/l/ Barrier Game

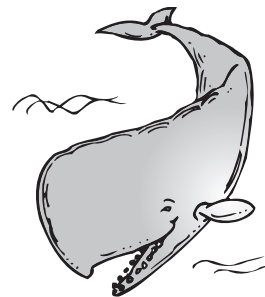
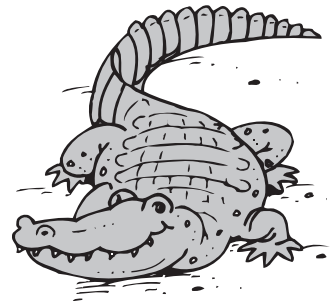
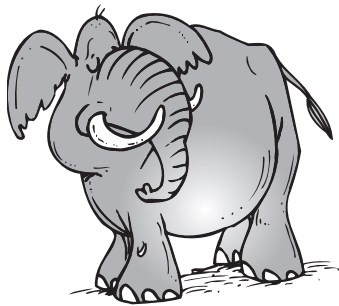
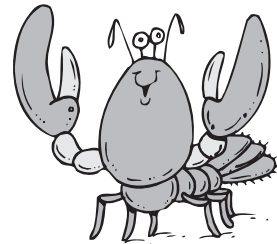
Name _____

Use this page with page 171.



/l/ Barrier Game, *continued*

Cut out the animals and put them in their homes on page 170.



Sample Tracking Form—Productions

Name Molly Smith

Date October 8

Target Phoneme /s/

Circle the appropriate position and level. Use the key to record accuracy of productions and any cueing and models provided.

- | | |
|------------------|--------------------|
| + correct | IM immediate model |
| – incorrect | DM delayed model |
| ° tactile cueing | NM no model |
| ✓ visual cueing | |

Position	Level		Production
initial	word	IM	+ + + + + + + + + + 10/10
medial	phrase	DM	+ – + + – + – + + + 7/10
final	sentence	NM	not attempted
blends	conversation		
initial	word	IM	+ [✓] – + [✓] + [✓] + [✓] – + [✓] + [✓] + [✓] – 7/10—needs visual cueing
medial	phrase	DM	not attempted
final	sentence	NM	not attempted
blends	conversation		
initial	word	IM	+ [✓] + [✓] + [✓] – + [✓] + [✓] + [✓] – + [✓] + [✓] 8/10—needs visual cueing
medial	phrase	DM	not attempted
final	sentence	NM	not attempted
blends	conversation		
initial	word	IM	+ [°] ✓ + [°] ✓ – [✓] + [°] ✓ + [°] ✓ + [°] ✓ 8/10—needs visual and tactile cueing
medial	phrase	DM	not attempted
final	sentence	NM	not attempted
blends	conversation		

Tracking Form—Productions

Name _____

Date _____

Target Phoneme _____

Circle the appropriate position and level. Use the key to record accuracy of productions and any cueing and models provided.

- | | |
|------------------|--------------------|
| + correct | IM immediate model |
| – incorrect | DM delayed model |
| ◦ tactile cueing | NM no model |
| ✓ visual cueing | |

Position	Level		Production
initial	word	IM	
medial	phrase	DM	
final	sentence		
blends	conversation	NM	
initial	word	IM	
medial	phrase	DM	
final	sentence		
blends	conversation	NM	
initial	word	IM	
medial	phrase	DM	
final	sentence		
blends	conversation	NM	
initial	word	IM	
medial	phrase	DM	
final	sentence		
blends	conversation	NM	

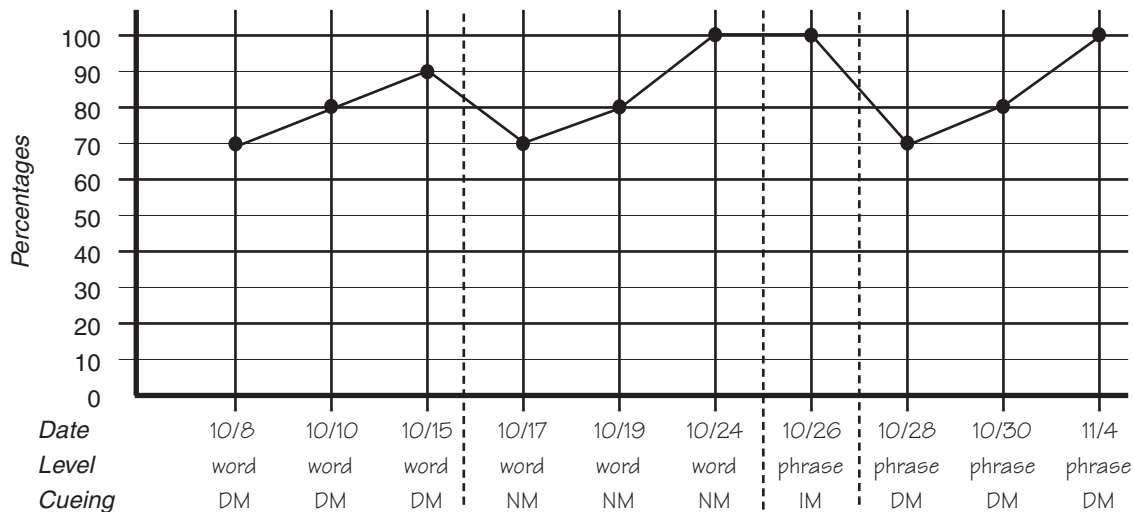
Sample Tracking Form—Percentages

Name Molly Smith

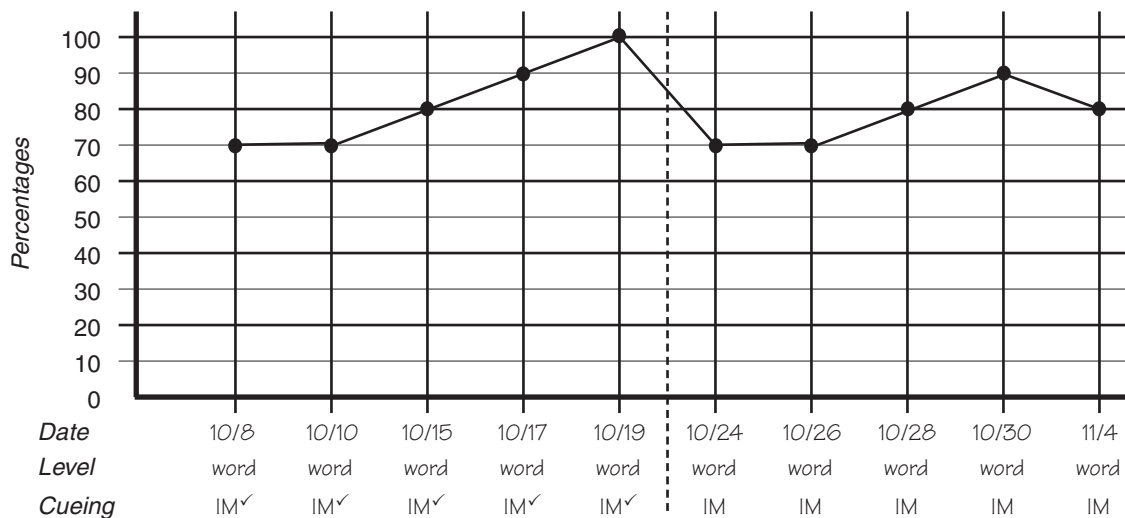
Target Phoneme /s/

Plot correct percentages of production by word position. (Dashed lines indicate change of model and/or cueing provided.)

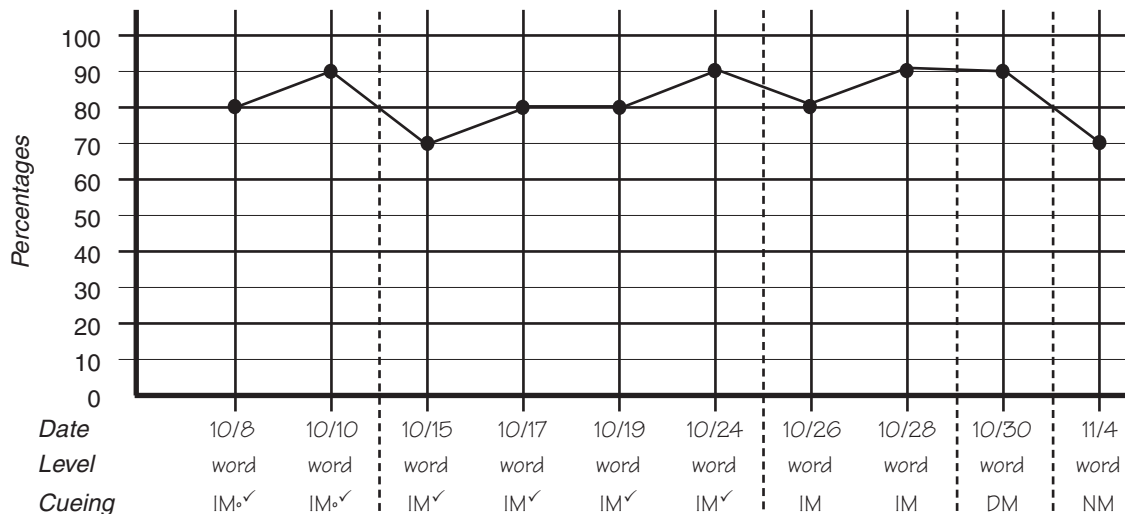
Initial



Medial



Final

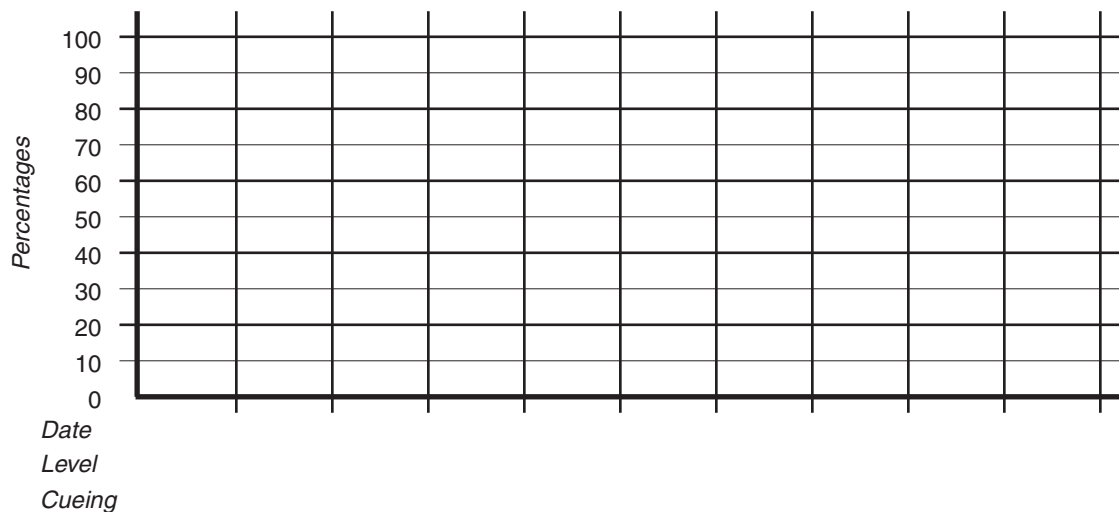


Tracking Form—Percentages

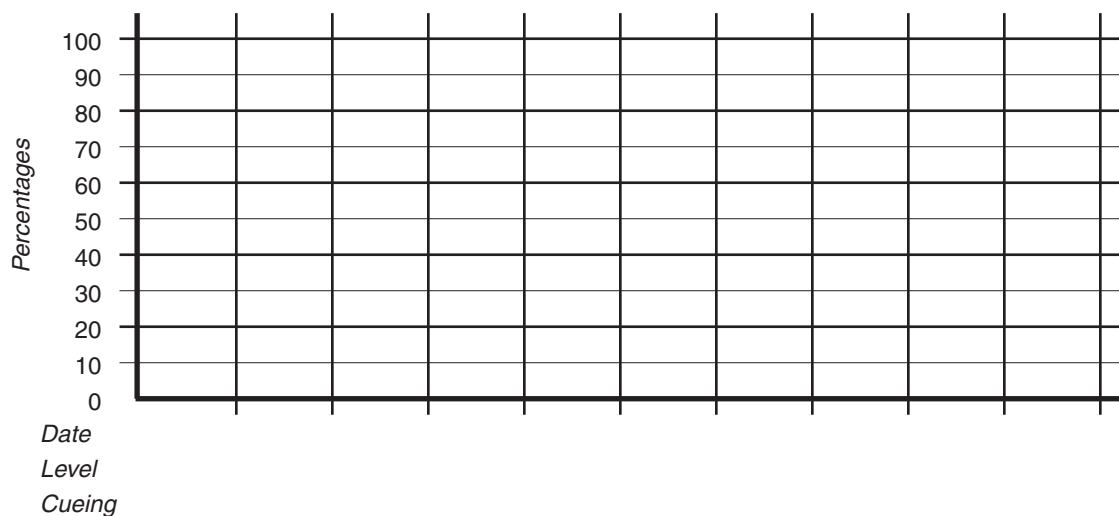
Name _____ Target Phoneme _____

Plot correct percentages of production by word position.

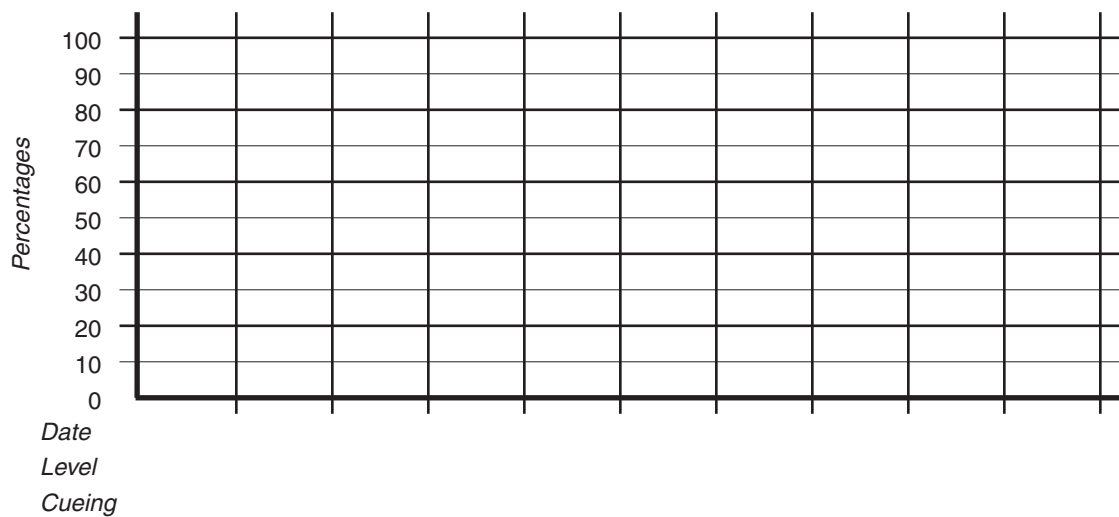
Initial



Medial



Final



19-07-98765432