A SPEECH AND HEARING DRILL BOOK

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In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Virgil Louis Grider
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THESIS APPROVAL SHEET

The thesis of Virgil Louis Grider, contribution of the School of Graduate Studies, Indiana State College, Series I, Number 821, under the title, "A Speech and Hearing Drill Book," is approved as counting toward the completion of the Master of Science Degree in the amount of six semester hours of graduate credit.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Speech therapists and hearing therapists have been limited to a restricted number of available drillbooks. There are few, if any, books that are flexible in word drills in terms of applications for the various school age groups. This problem has demanded that the therapist supplement his drills. Often the therapist has been limited to a few or a minimum of word drills for sounds and blends in medial or final positions.

I. THE PROBLEM

Statement of the problem. The purposes of this project were (1) to establish a more simplified, workable breakdown of the various consonant sounds and blends, (2) to provide various practical working drills, games, exercises, and techniques, (3) to offer a more comprehensive word drill unit for the various school age groups, (4) to represent by word lists the sounds of the English language, (5) to establish a personality-name association with the sounds, when possible, (6) to further classify the sounds as to visible, partially visible, or invisible, (7) to indicate the homophones, and (8) to give recognition to
voiced and unvoiced sounds.

**Importance of the study.** There has been a need for the creation of new tools for the speech and hearing therapists, and a need for the formulation of new ideas, implications, and relationships in the therapy. This project has a decided importance in affording an expansion of word drills and lists for the various sounds of the English language. The words were provided for the junior high school, high school, and adult levels, as well as for the elementary level. Sounds in the initial, medial, and final position and blends have been provided.

**Limitations of the study.** Since the project undertaken has been creative by definition, most of the research has been library research. Locating word drills for sounds in the medial and final position was a crucial development of the project decisive to determining if such a study would be worthwhile. Further limitations were placed upon the interpretation, evaluation, and derived conclusions in terms of this study as it might relate to actual practice.

**II. DEFINITIONS OF TERMS USED**

The investigator has implied certain conceptual assumptions involving word usage which are revealed in the definition of terms. Though the study is intended for
professional usage, there are some word refinements that are necessary for total value of the investigator's intended use.

Air passage. The use of air passage in this work denotes the actual route to the focal point of articulation through which the air is released and passes in regards to the oral and nasal cavities.

Air pressure. In this study, air pressure is employed to designate a point at which the air is formed and momentarily blocked or distorted before its release.

Air stream. The usage of air stream refers to a definite channelizing and confinement of the air to its point of release.

Articulators. The articulators are the lips, the teeth, the tongue, dental ridge, the hard palate, and the soft palate.

Dental ridge. The dental ridge is that area just behind the teeth, horseshoe in shape at the point it starts its curve upward forming the hard palate.

Hard palate. The hard palate is the part of the roof of the mouth that is curved and toward the front of the mouth. Felt with the tongue, it is the harder section of the roof of the mouth.

Homophene. A homophene is a sound that when formed
by a speaker looks the same as another sound.

**Invisible sound.** An invisible sound, such as the aspirate *h*, cannot be seen. There is no visible difference between *high* and *l*.

**Neutral position.** The articulators are in decided positions during sound production. A neutral position implies the normal, relaxed position of the articulators when not involved in speech.

**Partially visible.** The partially visible sounds are seldom revealed to the eye. Consonants such as *k, g, and q*, formed by the back of the tongue and the soft palate, cannot be readily observed.

**Placement.** In this study, the word placement refers to the positioning of the involved articulators for a resultant sound.

**Pressure.** The word pressure is used throughout this study to denote the focal point of the air stream or air pressure where it is momentarily blocked, distorted, or released in producing a sound.

**Release.** The term release refers to the movements of the articulators, air stream, and/or air pressure in the final production resulting in a sound.

**Soft palate.** The soft palate is the back part of the roof of the mouth. Felt with the tongue, it is the softer,
posterior section of the roof of the mouth.

**Unvoiced sound.** When a sound is produced and the vocal cords are not set into vibration, the result is an unvoiced sound.

**Visible sound.** A visible sound can be seen. The p, b, m, f, v, w, m, d, and n sounds, for example, can be readily observed by the eye. The eye cannot detect whether the sounds are voiced or unvoiced. This problem necessitates not only presenting eye training for the lipreader but mental training for context clues.

**Voiced sound.** When a sound is produced and the vocal cords are set into vibration, the sound is classified as voiced.
CHAPTER II

ORGANIZATION AND PRESENTATION OF MATERIAL

The material has been systematically approached in organization and presentation. Each sound unit has one page to five pages. The first page of each consonant or consonant blend provides a sound analytical breakdown; the second page of each unit presents examples of exercises, games, drills, or techniques; a separate page for each initial, medial, and final sound has been prepared with the required word drills and sentence drills. This general format is followed throughout the study.

I. SOUND ANALYTICAL BREAKDOWN

In the past, it has not been unusual to have a parent inquire, "What does my child do wrong with the sound?" This imposes certain professional demands upon the therapist. The therapist has a need to (1) understand the involvements of the various sounds in their state of production, (2) be able to describe the faulty production, and finally (3) be able to describe to a parent in a non-technical language, as clearly as possible, any sound.

To enable the therapist to know the production involvement, the sounds have been analytically broken down
in terms of placement, pressure, and release, as was suggested by the late Mr. Edward Jordan. With placement, pressure, and release as tools to analyze a sound, the therapist can better describe a sound. To assist the communication to the parent, the breakdown has been presented in a short and simplified approach as possible. Previous analyses have been more technical and difficult, thus too complicated for the use of a layman or parent.

Nemoy and Davis described the ch sound in this manner:

The forepart of the tongue is raised and placed in contact with the hard palate at a point slightly farther back than in forming t. The tip of the tongue touches the teeth at the sides. The soft palate is raised. The breath is thus held momentarily in check within the mouth. With the release of the tip of the tongue the breath escapes suddenly with an explosive sound. The lips are slightly protruded and the teeth are almost closed. The vocal cords do not vibrate.

Some phoneticians consider ch as being composed of a combination of t and sh produced in such rapid succession as to be emitted with one impulse of the breath.

As indicated in the description of the formation ch, two movements are involved in its articulation. First there is the movement of placing the tip of the tongue in contact with the post teeth ridge section of the hard palate to check momentarily the issuing of breath from the oral passage. This forms the stop
of the sound. Second, there is the movement of release of the tip of the tongue which produces the explosion of the sound. These two movements are characteristic of all of the explosive sounds.  

In contrast, this manual offers the following analysis for the ch sound:

Placement: The teeth are slightly parted and the tongue tip is placed on the dental ridge. 
Pressure: The air pressure is forcibly directed to the oral cavity and retained behind the tongue. 
Release: The air is released as the jaw is suddenly dropped with the tongue going down.  

Personality-name. The investigator has established personality-names for the sounds whenever possible. This technique was intended to facilitate better learning through association from the familiar to the unfamiliar. A personality-name also provided an example of the desired sound for the child. The child, with the use of a personality-name, was further afforded a stimulating mental image to enforce the hearing. Wendell Johnson and his colleagues report:

The main importance of these names is in reinforcing the auditory image of each sound and making it as vivid as possible. Even with older children and adults, names for the sounds seem to facilitate the learning process,

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3 See Appendix, p. 200.
so that the s lisper may have his error names as the whistling s or the hishing s, whereas the correct sound is called a sharp clear s, etc.4

Homophones. The investigator has included homophones in this section under sound analytical breakdown. The homophones involving the consonant blends have been identified as well as simple consonant sounds. With this addition, the extension of more comprehensive word drills, and with the ingenuity of the therapist, more lessons can be created for the lipreader. Nitche comments: "Lip reading, like any subject worth learning, requires regular systematic lessons that have been carefully planned to give a thorough all-around training."5

Sound visibility. On the page provided for an analysis of a sound and its production, the investigator has presented the visibility of the sound to the lipreader. The visibility has been established in three general classifications: (1) visible, (2) partially visible, and (3) invisible.

Voiced and unvoiced sounds. The sound is simply


described in terms of: being voiced or unvoiced. In the case of consonant blends, each sound of the blend has been described by the voice characteristic classifying it.

**Suggestions.** When possible, the investigator has provided a suggestion or a group of suggestions for initiating an isolated consonant sound.

II. EXERCISES, GAMES, DRILLS, AND TECHNIQUES

The use of various exercises, games, drills, and drill material techniques has been displayed. These teaching processes have been given one page for each initial consonant sound. Each unit is individual and not repeated elsewhere in the study.

The format of each of these units opens with simplified instructions for the therapist to give to the child. The various methods are highly adaptable from one sound to another.

III. WORD DRILLS AND SENTENCE DRILLS

**Word drills.** Many tedious and painstaking hours were utilized in the creation of word drills for this study. This task was one of isolating words (from various dictionaries and other primary sources) for sounds in the initial, medial, and final positions. One of the
professional demands was a phonetic understanding of the English language. Thus the critical analysis was not upon the visible but upon the audile distinction of the involved words. A statement of Sarah T. Barrows clarifies the need for this distinction:

We need to train ourselves to notice what the sounds are which make up the spoken word, irrespective of the letters with which it is spelled. We need practice in distinguishing between different sounds as well as between different shades of the same sound.6

With the established word drill list, each initial, medial, and final sound was given one full page supplemented with sentence drill. There were a few exceptions, such as the shw blend—as in Schwinn bicycle—in which the investigator could not locate ample words to represent the sound.

Sentence drill. The word was placed at the side of the sentence. The therapist says the word, providing the correct pattern, and when the child responds with the acceptable production, the therapist proceeds to the sentence. The words in the sentence usage have been intentionally placed at the beginning or at the end of each sentence.

IV. PRESENTATION OF THE SOUNDS

By homophenes. For the convenience of the hearing specialist, the sounds have been arranged as closely as possible to their classification in terms of homophenes. This order was not established to include all of the homophenes for the consonant blends. This broad classification was aimed at more fully providing for the needs of the hearing therapist.

By chronological developmental sequence. The presentation of the sounds was determined by chronological age expectation of development, homophenes, and sound units, such as the s and sibilants. Listing the sounds in accordance to their alphabetical appearance would have been a shortcoming to the demands of speech therapy. The investigator took advantage of the work done by Templin7 in language skills. The Templin study provided an excellent framework for organization of the sounds presented throughout this manual. Some deviations were used at the discretion of the investigator. The exceptions, or deviations, were usually either a limitation of word drills or a conformity needed for indexing sounds. For

example, in the case of the b sound, the initial and medial position would be expected by three and a half years of chronological age, but the final b sound would not be expected until about the fourth year. Therefore, the investigator has intentionally grouped the sounds as units for initial, medial, and final positions even though recognized as a violation of chronological age expectations. Through the usage by professional personnel in the fields of speech and hearing therapy, this recognized shortcoming should be minimized.

V. COVERAGE OF SOUNDS AND BLENDS

The investigator has included the following sounds and blends in this study: er, i, ar, ov, ju, æ, ɛ, I, a, η, ʌ, ɪ, ʊ, ɜ, ɔ, ɔr, ɔr, h(IM), p(IMF), b(IMF), m(IMF), w(IM), f(IMF), k(IMF), g(IMF), n(IMF), η(F), k(F), d(IMF), t(IMF), j(IM), l(IMF), bl(IM), kl(IM), g1(IM), pl(IM), fl(IM), sl(IM), spl(IM), kw(IM), tw(IM), r(IM), br(IM), kr(IM), dr(IM), pr(IM), tr(IM), fr(IM), gr(IM), str(IM), skr(IM), spr(IM), f(r), s(IMF), sk(IMF), sm(IM), sn(IM), sp(IMF), st(IMF), skw(IM), sw(IM), z(IMF), s(IMF), d3(IMF), v(IMF), ŋ(IMF), θ(IMF), ɤr(IM), w(IM), щ(IMF), ə

8 Ibid.
A need of coding was necessary for illustrating a sound or a blend of sounds to represent the position of the sound or blend in a word. Van Riper provided: "We use I (for 'initial') if the error is found at the beginning of words, M, if in the middle, and F, if in the final position." The investigator has employed the same representation.

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CHAPTER III

METHODS AND EXPERIMENTAL USE

The true value of this project created for use was best determined by its usage with the group for which it was intended. Therefore, material from the study was presented to school age children enrolled in the speech therapy program during the 1959-60, 1960-61, and 1961-62 school years.¹ This use of the material was invaluable for reorganization of word drills and teaching processes.

The methods for the establishment of the original material and its drafting, as well as the revisions, have been covered in this phase of the study.

Sound analytical breakdown. The first systematic breakdown was considered too bulky, thus defeating one of the primary objectives of the work—communication by the therapist to the parent. The analyses of the sounds were, therefore, further simplified. The original method of placement, pressure, and release was continued.

Personality-name. The personality of a sound has been established to imply a definite association of a sound

¹Wilmington-Lorenzo Schools, District 209-U, Wilmington, Illinois.
similar to another sound made by some object or animal. This could have been established by assigning certain objects or animals representative of the sound. Since the study was designed for use with school-age children, the associations were drawn from some first grade pupils within the Wilmington-Lorenzo School Unit, District 209-U.

When a child thought that a certain object or animal made a sound similar to the given sound, the personality-name suggested was used. In many cases, the children decided which of several names would be the best. If they could not think of any representative sound from their experiences, no personality-name was assigned.

**Word location.** This phase of the research constituted the bulk of the project. Time consuming, it encompassed searching in many dictionaries, encyclopedias, word studies, and other primary sources, as well as in regular reading materials. The investigator was acoustically critical of words in terms of their sounds.

**Word arrangement.** In the word drill lists of the study, the words have been scaled to begin with the simple level vocabulary, ending on the more difficult level of vocabulary for school-age children. The word arrangements have been designed to help fulfill the needs of students from primary grades through high school. The word drills
have not been intended for use by the layman. The professional therapist in speech correction or hearing therapy will need to exercise his professional judgment for use of words in individual cases.

To determine a word's placement, some of the regular classroom teachers helped to evaluate the various word lists. The first grade teachers marked the words that they thought should be used at the beginning and the second grade teachers ranked the words that they thought should follow. The investigator also combined his professional training and experience to help scale the words. A random sampling was taken to see how the chosen words compared with studies previously established. One of the references utilized was Thorndike's word list,\(^2\) coordinated as well with Gates' word list.\(^3\) No statistical tools were applied to determine the correlation of this ranking with previous studies. A statistical application would increase the ranking process value and would provide material for additional research in this field.


CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary. The purposes of this study have been multiple in definition. Of paramount importance was the searching for an ample number of words and putting these words into lists which represent the sounds of the English language. Crucial to this study was locating a variety of words with the desired sounds in the medial and final positions. The project in its developmental sequence has established the words necessary, developed a format for simplified analyses of the sounds, provided flexible exercises, drills, games, and techniques for speech correction usage, and established both word and sentence drills.

Conclusions. The need to establish a more comprehensive and flexible word drill study in the field of speech correction resulted in the manual which has been placed in the Appendix. The project has established a format of a sound analytical breakdown in terms of placement, pressure, and release, as well as homophones of the involved sound, suggestions, and a personality-name for each sound. There have been provided schematic sketches of the physiological production of each sound. The provision of various flexible
techniques, exercises, and methods has been included in the study. Each of these has been introduced with an initial consonant sound and has not been repeated throughout the study. The study, indicated herein as the Appendix, has shown an ample number of words for the various sounds in the initial, medial, and final positions.

Recommendations. As previously stipulated, there have been limitations placed on the study. The study has possibilities of improvement by application of statistical tools to make the scaling of the words more accurate. These word lists could be more uniformly scaled by sampling an adequate number of first graders and other school children to determine a better order of presentation of the words in the word drill lists.
BIBLIOGRAPHY


Jordan, Edward, Associate Professor, Special Education Clinic, Indiana State College, Terre Haute, Indiana. Personal interview, July, 1954.


WORD DRILL FOR THE LONG "A" SOUND (As in Pay)

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<td>rain</td>
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<td>rate</td>
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SENTENCE DRILL FOR THE LONG "A" SOUND

1. May I go out to play?
2. We will stay on the pathway.
3. Her name is Faye.
4. Faye went to the lake.
5. Ray ate a piece of cake.
6. Did Kate say she would be late?
7. Jake will need a raincoat today.
8. They do look the same.
9. We are on page eight.
10. Where will we wait for the train?
11. At the zoo we saw an ape.
12. Are we going the right way?
WORD DRILL FOR THE LONG "E" SOUND (i) AS IN HE

he see me bee deep gee key Lee keep knee read we tea seed beads peach feed need leap leaf
weep sheep sleep tree free agree she cheese geese peas beet feet heat meat neat jeep bean leave sweet
lead street cheat eat treat three sleeet sleeve teach chief piece beef niece believe each reach sheet squeak mean beet

SENTENCE DRILL FOR THE LONG "E" SOUND

he 1. He gave three seeds to me.
bee 2. Lee saw a bumblebee.
knee 3. It hit me on the knee.
we 4. We gave three keys to Leo.
sheep 5. We need to watch the sheep.
leaf 6. Sheila found a big green leaf.
tree 7. We saw a weeping willow tree.
niece 8. Sheila is my niece.
meat 9. She wants another piece of meat.
seat 10. I will sit in the front seat.
neat 11. My work was very neat.
team 12. My brother is on the baseball team.
WORD DRILL FOR THE LONG "I" SOUND AS IN MY (ɔɪ)

I
my
why
bite
bike
side
ice
tie
kite
ride
nice
fine
like
mine
dive
pipe
line
Mike
lie

white
hide
mice
five
hike
ripe
life
prize
fight
buy
size
rice
slide
drive
cries
night
write
nine

by
cry
light
fly
kind
shine
strike
dry
right
flies
try
tight
smile
fire
mile
while
file
sigh
spike

SENTENCE DRILL FOR THE LONG "I" SOUND

I
pies
side
kite
dimes
prize
buy
night
find
light
mine
pipe
rice

1. I like my new bike.
2. Mother made five pies.
3. Mike will be on my side.
4. I have a big white kite.
5. Do you have five dimes?
6. We won a prize.
7. Mike will buy some white mice.
8. We had to drive all night.
9. What did Mike find?
10. I will turn on the light.
11. Those papers are mine.
12. This is the water pipe.
13. I ate some rice.
WORD DRILL FOR THE LONG "O" SOUND AS IN OH (OU)

oh
no
so
low
oats
row
note
toe
show
slow
boat
snow
soap
coke
rope
coat
whoa
crow
sew
nose

Joe
Moe
hope
close
dough
blow
throw
wrote
hold
woke
froze
soak
joke
though
throat
know
poke
drove
fold
pole

cold
old
hoe
shows
hole
spoke
sold
smoke
clothes
vote
doze
roll
told
rose
sewed
flow
broke
gold
glow
croak

SENTENCE DRILL FOR THE LONG "O" SOUND

no 1. No, we will not go.
Joe 2. Joe will row the boat.
slowly 3. We drove slowly through the blowing snow.
show 4. We went to a flower show.
Moe 5. Moe has a sore throat.
broke 6. The rope broke.
coat 7. Mother will sew Joe's old coat.
crow 8. On the fence there sat a big crow.
soap 9. Where is a bar of soap?
nose 10. A dog has a cold nose.
low 11. That plane is flying very low.
sentences for the long "u" sound
as in you

you
new
newspaper
chew
use
beautiful
knew
tulip
mule
few
mew
newsboy
tune
nuisance
news
human
youth

1. Does it belong to you?
2. That car is new.
3. I will buy a newspaper.
4. The sky is beautiful.
5. That old mule is stubborn.
6. Pay the newsboy.
7. That was a nuisance.
8. She has a Halloween costume.
9. You should chew your food.
10. This has its use.
11. We saw some tulips.
12. I am a youth.
WORD DRILL FOR THE SHORT "A" SOUND AS IN MAD (æ)

mad        bank        ham
bat        match        sand
can        fan        pat
dad        rat        crack
hat        pass        brag
Sam        wag        lad
Jack        sack        had
Mack        tag        lap
Dan        back        add
Hank        brat        slap
cat        camp        trap
bag        hand        rack
lamp        have        shack
bad        sad        stamp
lamb        nap        tank
sat        gas        chat
and        sank        ant
man        tramp        whack
fat        mat        pants
rag

SENTENCE DRILL FOR THE SHORT "A" SOUND

bat        1. Jack and Dan need a bat.
hat        2. Dad has a new gray hat.
Sam        3. Sam will go with Dan.
cat        4. Pat has a big black cat.
back        5. Mack will put the lamp back on the stand.
bank        6. That man works in a bank.
sack        7. Put those in a sack.
sand        8. We will play in the sand.
nap        9. He took a short nap.
stamp     10. You will need a stamp.
baa     11. A lamb says, "Baa."
sat     12. Hank sat in the back.
### WORD DRILL FOR THE SHORT "E" SOUND AS IN WET (E)

<table>
<thead>
<tr>
<th>wet</th>
<th>egg</th>
<th>belt</th>
</tr>
</thead>
<tbody>
<tr>
<td>bet</td>
<td>jet</td>
<td>net</td>
</tr>
<tr>
<td>bed</td>
<td>said</td>
<td>dent</td>
</tr>
<tr>
<td>bell</td>
<td>tent</td>
<td>bench</td>
</tr>
<tr>
<td>yes</td>
<td>leg</td>
<td>fed</td>
</tr>
<tr>
<td>hen</td>
<td>get</td>
<td>end</td>
</tr>
<tr>
<td>fell</td>
<td>get</td>
<td>rest</td>
</tr>
<tr>
<td>met</td>
<td>bread</td>
<td>went</td>
</tr>
<tr>
<td>pen</td>
<td>beg</td>
<td>melt</td>
</tr>
<tr>
<td>head</td>
<td>says</td>
<td>mess</td>
</tr>
<tr>
<td>neck</td>
<td>ten</td>
<td>sell</td>
</tr>
<tr>
<td>Ed</td>
<td>wreck</td>
<td>when</td>
</tr>
<tr>
<td>Ted</td>
<td>best</td>
<td>thread</td>
</tr>
<tr>
<td>Ned</td>
<td>red</td>
<td>send</td>
</tr>
<tr>
<td>Fred</td>
<td>nest</td>
<td>rent</td>
</tr>
</tbody>
</table>

### SENTENCE DRILL FOR THE SHORT "E" SOUND

1. The ground is wet.
2. Betty made her bed.
3. It is time for the bell to ring.
4. Yes, Ted is here.
5. The farmer has some hens.
6. We were ahead.
7. She has a stiff neck.
8. Does Fred know Ed?
9. Mother fried some eggs.
10. I will buy a loaf of bread.
11. We will do our best.
12. He has a black belt.
13. We will color them red.
14. The snow began to melt.
WORD DRILL FOR THE SHORT "I" SOUND AS IN IT (I)

<table>
<thead>
<tr>
<th>it</th>
<th>live</th>
<th>switch</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>lit</td>
<td>wrist</td>
</tr>
<tr>
<td>hit</td>
<td>tin</td>
<td>split</td>
</tr>
<tr>
<td>bit</td>
<td>kid</td>
<td>trick</td>
</tr>
<tr>
<td>hip</td>
<td>pick</td>
<td>Bill</td>
</tr>
<tr>
<td>his</td>
<td>slip</td>
<td>Jill</td>
</tr>
<tr>
<td>hid</td>
<td>with</td>
<td>Dick</td>
</tr>
<tr>
<td>did</td>
<td>kiss</td>
<td>Jim</td>
</tr>
<tr>
<td>sit</td>
<td>slick</td>
<td>Tim</td>
</tr>
<tr>
<td>dip</td>
<td>flip</td>
<td>Kim</td>
</tr>
<tr>
<td>give</td>
<td>brick</td>
<td>kick</td>
</tr>
<tr>
<td>him</td>
<td>fist</td>
<td>slid</td>
</tr>
<tr>
<td>lip</td>
<td>this</td>
<td>ditch</td>
</tr>
<tr>
<td>sick</td>
<td>pitch</td>
<td>skid</td>
</tr>
<tr>
<td>win</td>
<td>trip</td>
<td>chip</td>
</tr>
<tr>
<td>fit</td>
<td>ship</td>
<td>list</td>
</tr>
<tr>
<td>whip</td>
<td>mitt</td>
<td>rip</td>
</tr>
<tr>
<td>ribs</td>
<td>drip</td>
<td>clip</td>
</tr>
<tr>
<td>miss</td>
<td>crib</td>
<td>sip</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE SHORT "I" SOUND

1. The ball hit his hip.
2. The dog hid the stick.
3. Give the stick to him.
4. Dick is sick.
5. Where does Ricky live?
6. Tim is over at Jim's.
7. Kim twisted his wrist.
8. The brick street was slick.
9. Bill showed Jill a trick.
10. Richard saw a big ship.
11. Are those shoes a good fit?
12. That cowboy has a whip.
13. We went on a short trip.
WORD DRILL FOR THE SHORT "O" SOUND AS IN BOB (Q)

Bob
Don
John
Tom
Ronnie
not
knob
socks
hop
lock
cob
rock
lot
hot
pot

nog
stop
shop
top
job
pop
dot
block
knock
mop
chop
shot
rot
got
shock

pocket
locket
clock
bottle
cot
sob
blond
rocket
locker
doll
jot
rocker
dog
rob

SENTENCE DRILL FOR THE SHORT "O" SOUND

Bob 1. Bob went with Don to the store.
Tom 2. Ronnie does not know Tom.
knob 3. Turn the knob.
rocks 4. Bobby collects rocks.
shop 5. We went to town to shop.
top 6. Don has a humming top.
hot 7. The stove is hot.
blocks 8. The baby has some blocks.
knock 9. Did you knock?
hopping 10. A girl was hopping on the sidewalk.
hop 11. A frog can hop.
clock 12. Where is the alarm clock?
blond 13. Susie's hair is blond.
socks 14. This drawer will be for your socks.
WORD DRILL FOR THE SHORT "U" SOUND AS IN PUP (ʌ)

pup   dug   suds
bump buzz lump
bun   fun   gun
bug   dust   cuff
bunk but   bust
rug   fudge   sunk
jump Chuck   rust
luck us   mutt
hug   sun   mutt
mud   does   tug
puff nuts   hunk
rub   gum   hump
hum   rough   Bud
duck   run   cluck
done junk   chunk
tub   hut   huff
tub   jug   tuck
bus   must   sunny
dump   truck   stuck
cut   truck   sub
scrub

SENTENCE DRILL FOR THE SHORT "U" SOUND

pup  1. We have a little pup.
rug  2. They have a gray rug.
jump 3. Let's see how high we can jump.
mud  4. Try not to track in mud.
duck 5. Chuck does not have a duck.
bus  6. Bud had fun with his toy bus.
dust 7. She will help her mother dust.
us  8. She made some fudge for us.
truck 9. His dad drives a truck.
run 10. We like to run.
bump 11. Did you bump your head?
dug 12. Daddy dug a big hole.
### WORD DRILL FOR THE "OO" SOUND AS IN WOOD (ʊ)

<table>
<thead>
<tr>
<th>wood</th>
<th>push</th>
<th>foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>full</td>
<td>pull</td>
</tr>
<tr>
<td>good</td>
<td>could</td>
<td>Butch</td>
</tr>
<tr>
<td>book</td>
<td>book</td>
<td>hoof</td>
</tr>
<tr>
<td>should</td>
<td>bushel</td>
<td>bush</td>
</tr>
<tr>
<td>stood</td>
<td>shook</td>
<td>would</td>
</tr>
<tr>
<td>cook</td>
<td>took</td>
<td>brook</td>
</tr>
<tr>
<td>put</td>
<td>cookie</td>
<td>bushes</td>
</tr>
<tr>
<td>crock</td>
<td>roof</td>
<td>hood</td>
</tr>
<tr>
<td>sugar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SENTENCE DRILL FOR THE "OO" SOUND

1. I will cut the wood.
2. Billy will take a look.
3. My teacher said my work is good.
4. We have a new book.
5. Mother is a good cook.
6. It is not polite to push.
7. The bathtub is full.
8. Do you want a cookie?
9. From sheep we get wool.
11. Jack will help you pull.
12. We read the story "Little Red Riding Hood."
13. She said that we could.
14. On the end of the fishline put a hook.
15. We found a small brook.
16. She bought some sugar.
17. Butch shook the apple tree.
WORD DRILL FOR THE "OI" SOUND AS IN TOY (ɔɪ)

<table>
<thead>
<tr>
<th>toy</th>
<th>joy</th>
<th>oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy</td>
<td>join</td>
<td>coil</td>
</tr>
<tr>
<td>Joyce</td>
<td>oink-oink</td>
<td>toil</td>
</tr>
<tr>
<td>boy</td>
<td>boys</td>
<td>hoist</td>
</tr>
<tr>
<td>boil</td>
<td>soil</td>
<td>foil</td>
</tr>
<tr>
<td>voice</td>
<td>spoil</td>
<td>coy</td>
</tr>
<tr>
<td>point</td>
<td>toys</td>
<td>broil</td>
</tr>
<tr>
<td>noise</td>
<td>joint</td>
<td>loin</td>
</tr>
<tr>
<td>coin</td>
<td>ointment</td>
<td>cloy</td>
</tr>
<tr>
<td>enjoy</td>
<td>moist</td>
<td>pointer</td>
</tr>
<tr>
<td>choice</td>
<td>poised</td>
<td>noisy</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "OI" SOUND

1. This is Jimmy's toy.
2. Roy went to the store.
3. He jumped with joy.
4. Is that for Joyce?
5. The water began to boil.
6. It is not polite to point.
7. We heard an odd noise.
8. Roy has four coins.
9. A pig says, "Oink-oink."
10. For our team we need five boys.
11. The car needed some oil.
12. I had my choice.
13. The noisy birds awakened me.
14. Their dog is a pointer.
15. Joyce has a nice voice.
16. Enjoy yourself at the party.
WORD DRILL FOR THE "AW" SOUND, AS IN AW (ɔ)

jaw  
tall  
bawl

paw  
law  
drawn

fall  
fault  
squawk

saw  
lawn  
haul

small  
raw  
thaw

crawl  
hall  
stalk

Paul  
malt  
dawn

wall  
Walt  
shawl

salt  
claw  
squall

all  
bald  
brawl

straw  
caw  
flaw

draw  
yawn  
fraud

walk  
call  
sprawl

ball  
halt  
taunt

SENTENCE DRILL FOR THE "AW" SOUND

jaw  1.  Paul hurt his jaw.
paw  2.  The cat had a thorn in its paw.
fall  3.  Leaves fall in the fall.
saw  4.  Daddy has a big saw.
small  5.  He is very small.
chalk  6.  Paul has some colored chalk.
crawl  7.  My baby brother can crawl.
wall  8.  There is a mirror on the wall.
salt  9.  Do you want some salt?
straw  10.  Where is some straw?
draw  11.  Billy likes to draw.
bball  12.  Do you have a ball?
baseball  13.  We need a baseball.
basketball  14.  We played basketball.
WORD DRILL FOR THE "OO" SOUND, AS IN BOO (u)

<table>
<thead>
<tr>
<th>Word</th>
<th>Spoon</th>
<th>Chew</th>
<th>Broom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boo</td>
<td>Moo</td>
<td>Do</td>
<td>Who</td>
</tr>
<tr>
<td>Moo</td>
<td>Spoon</td>
<td>Cool</td>
<td>Room</td>
</tr>
<tr>
<td>Do</td>
<td>Chew</td>
<td>Loop</td>
<td>Prove</td>
</tr>
<tr>
<td>Who</td>
<td>Loop</td>
<td>Cool</td>
<td>Threw</td>
</tr>
<tr>
<td>Soup</td>
<td>Room</td>
<td>Noon</td>
<td>Boom</td>
</tr>
<tr>
<td>Zoo</td>
<td>Noon</td>
<td>Spool</td>
<td>Whose</td>
</tr>
<tr>
<td>Too</td>
<td>Spool</td>
<td>Boom</td>
<td>Smooth</td>
</tr>
<tr>
<td>Blaw</td>
<td>Boom</td>
<td>Whose</td>
<td>Smooth</td>
</tr>
<tr>
<td>Sue</td>
<td>Smooth</td>
<td>Room</td>
<td>Noon</td>
</tr>
<tr>
<td>Boot</td>
<td>Room</td>
<td>Noon</td>
<td>Spool</td>
</tr>
<tr>
<td>Shoe</td>
<td>Noon</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>True</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Moon</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Loose</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Drew</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Tooth</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Coo</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Glue</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Hoop</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
<tr>
<td>Suit</td>
<td>Spool</td>
<td>Spool</td>
<td>Smooth</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "OO" SOUND

soup 1. Do you want some soup?

zoo 2. Sue went to the zoo.

tooth 3. Susie has a loose tooth.

glue 4. You will need some glue.

room 5. Susan is in her room.

tune 6. Ruth hummed a tune.

school 7. We go to school.

broom 8. Where is the broom?

stew 9. We ate some hot stew.

boots 10. He has some new black boots.

Sue 11. Sue is doing her work.

stool 12. In the kitchen there is a stool.
**WORD DRILL FOR THE "ER" SOUND AS IN HER (ə)**

<table>
<thead>
<tr>
<th>her</th>
<th>turn</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>Herb</td>
<td>twirl</td>
</tr>
<tr>
<td>burn</td>
<td>Bert</td>
<td>thirty</td>
</tr>
<tr>
<td>shirt</td>
<td>Earl</td>
<td>nurse</td>
</tr>
<tr>
<td>sir</td>
<td>Kurt</td>
<td>Herbert</td>
</tr>
<tr>
<td>fur</td>
<td>dirt</td>
<td>Shirley</td>
</tr>
<tr>
<td>worm</td>
<td>curb</td>
<td>Burt</td>
</tr>
<tr>
<td>hurt</td>
<td>pearl</td>
<td>whirl</td>
</tr>
<tr>
<td>purr</td>
<td>jerk</td>
<td>birthday</td>
</tr>
<tr>
<td>bird</td>
<td>word</td>
<td>Thursday</td>
</tr>
<tr>
<td>purse</td>
<td>serve</td>
<td>worth</td>
</tr>
<tr>
<td>curl</td>
<td>earth</td>
<td>spurs</td>
</tr>
<tr>
<td>third</td>
<td>girl</td>
<td>search</td>
</tr>
<tr>
<td>learn</td>
<td>germ</td>
<td>hers</td>
</tr>
</tbody>
</table>

**SENTENCE DRILL FOR THE "ER" SOUND**

<table>
<thead>
<tr>
<th>her</th>
<th>1. Give this silk to her.</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>2. You will be first.</td>
</tr>
<tr>
<td>shirt</td>
<td>3. Jim has a sport shirt.</td>
</tr>
<tr>
<td>purr</td>
<td>4. Listen to the kitten purr.</td>
</tr>
<tr>
<td>purse</td>
<td>5. Mother has a pencil in her purse.</td>
</tr>
<tr>
<td>turn</td>
<td>6. All of us will take a turn.</td>
</tr>
<tr>
<td>Herb</td>
<td>7. Herb, Bert, Earl, and Kurt are friends.</td>
</tr>
<tr>
<td>dirt</td>
<td>8. Try not to track in dirt.</td>
</tr>
<tr>
<td>girl</td>
<td>9. I can spell the word girl.</td>
</tr>
<tr>
<td>Herbert</td>
<td>10. I will call Herbert.</td>
</tr>
<tr>
<td>Thursday</td>
<td>11. Bill will be here Thursday.</td>
</tr>
<tr>
<td>hers</td>
<td>13. This locker is hers.</td>
</tr>
<tr>
<td>jerk</td>
<td>14. It started with a jerk.</td>
</tr>
<tr>
<td>worth</td>
<td>15. How much is it worth?</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "OW" SOUND AS IN COW (ɔː)  

cow       mouse       down       ow       now       house       how       out       brown       town       found       loud       growl       scout       ouch       plow       blouse       shout       round       clown  
cloud     couch     frown     count     mouth     howl     crowd     Al       Sally     ground     pal       bow       sound     gown     pound     owl       drown     south     our       flour     crown     grouch     chow     arouse     mountain     vowel     towel     shall     foul     hound     proud     about     mount     trout     lounge     pout     douse     wow     spout     around

SENTENCE DRILL FOR THE "OW" SOUND

cows 1. The farmer has six cows.
mouse 2. We were as quiet as a mouse.
brown 3. I will color it brown.
scout 4. My brother is a boy scout.
clown 5. We saw a funny clown.
Sally 6. Do you know Al and Sally?
south 7. We will go south.
ground 8. Put the ball on the ground.
owl 9. We saw a big owl.
house 10. This is Sally's house.
how 11. How do we go to her house?
town 12. We went to town.
WORD DRILL FOR THE "AR" SOUND AS IN BARN (Ar)

<table>
<thead>
<tr>
<th>barn</th>
<th>card</th>
<th>harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>farm</td>
<td>shark</td>
</tr>
<tr>
<td>car</td>
<td>star</td>
<td>chart</td>
</tr>
<tr>
<td>far</td>
<td>yard</td>
<td>starch</td>
</tr>
<tr>
<td>part</td>
<td>sharp</td>
<td>scar</td>
</tr>
<tr>
<td>bark</td>
<td>spark</td>
<td>darn</td>
</tr>
<tr>
<td>dart</td>
<td>scarf</td>
<td>alarm</td>
</tr>
<tr>
<td>are</td>
<td>tar</td>
<td>Charles</td>
</tr>
<tr>
<td>park</td>
<td>art</td>
<td>sparkle</td>
</tr>
<tr>
<td>Carl</td>
<td>smart</td>
<td>market</td>
</tr>
<tr>
<td>bar</td>
<td>mark</td>
<td>yarn</td>
</tr>
<tr>
<td>dark</td>
<td>mark</td>
<td>scarves</td>
</tr>
<tr>
<td>hard</td>
<td>start</td>
<td>Charley</td>
</tr>
<tr>
<td>cart</td>
<td>warm</td>
<td>lark</td>
</tr>
<tr>
<td>mark</td>
<td>heart</td>
<td>harp</td>
</tr>
<tr>
<td>jar</td>
<td>Marge</td>
<td>carpet</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "AR" SOUND

1. The cows are in the barn.
2. Billy hurt his arm.
3. Daddy has a new car.
4. Our dog likes to bark.
5. That boy's name is Carl.
6. We went to a big farm.
7. Let's play in the yard.
8. Our dog is smart.
9. It is time for us to start.
10. We will visit Charles.
11. We will not go far.
12. They have swings in that park.
13. I will pull the cart.
14. Can you open the jar?
**WORD DRILL FOR THE "ER" SOUND AS IN HAIR (ər)**

<table>
<thead>
<tr>
<th>hair</th>
<th>stairs</th>
<th>Karen</th>
</tr>
</thead>
<tbody>
<tr>
<td>pear</td>
<td>dare</td>
<td>Harold</td>
</tr>
<tr>
<td>where</td>
<td>share</td>
<td>Harry</td>
</tr>
<tr>
<td>chair</td>
<td>fair</td>
<td>Mary</td>
</tr>
<tr>
<td>care</td>
<td>spare</td>
<td>Larry</td>
</tr>
<tr>
<td>bear</td>
<td>stare</td>
<td>Jerry</td>
</tr>
<tr>
<td>there</td>
<td>theirs</td>
<td>Terry</td>
</tr>
<tr>
<td>wear</td>
<td>square</td>
<td>snare</td>
</tr>
<tr>
<td>tear</td>
<td>bare</td>
<td>mare</td>
</tr>
<tr>
<td>scare</td>
<td>Carol</td>
<td>scarce</td>
</tr>
<tr>
<td>scarecrow</td>
<td>fare</td>
<td>hare</td>
</tr>
<tr>
<td>flare</td>
<td>rare</td>
<td>cherry</td>
</tr>
<tr>
<td>lair</td>
<td>flair</td>
<td>downstairs</td>
</tr>
</tbody>
</table>

**SENTENCE DRILL FOR THE "ER" SOUND**

1. Carolyn will comb your hair.
2. Do you want a pear?
3. Where is Carol?
4. Bring in another chair.
5. Put your coat over there.
6. What will you wear?
7. They are upstairs.
8. A boxing ring is really square.
9. I have money for my bus fare.
10. Share your chair with Cheryl.
11. A rabbit is a hare.
12. Let's go downstairs.
13. Watch it, or it might tear.
14. On his farm he has a scarecrow.
15. Mary and Larry saw Harry.
WORD DRILL FOR THE "OR" SOUND AS IN OR (ɔr)

| or   | stork     | pork |
| horn | born      | north|
| corn | thorn     | forth |
| fork | for       | sworn |
| short| worn      | port |
| torn | cord      | corncob|
| fort | sport     | scorch|
| cork | shorts    | nor  |
| porch| sort      | snort|
| storm| torch     | scorn|

SENTENCE DRILL FOR THE "OR" SOUND

1. Last night we had a storm.
2. We ate some corn.
3. That pencil is very short.
4. Do not step on a thorn.
5. Billy has a horn.
6. You will need a fork.
7. What was it you had worn?
8. Do this or that!
9. This is for you.
10. His pants were torn.
11. We made a fort.
12. The bottle needs a small cork.
13. They are sitting on the porch.
14. Neither Billy nor Bobby could go.
15. We like different sports.
16. In the cave they used a torch.
17. At the zoo we saw a stork.
THE "H" SOUND (h)

THE "OUT OF BREATH" SOUND

Placement: The lips are apart with teeth parted in preparation for the production of the following vowel.

Pressure: Unvoiced air pressure is directed through the oral cavity.

Release: As soon as the air enters the oral cavity, it is immediately released.

Homophones: None

The sound is invisible.

The sound is unvoiced.

The "h" sound cannot be felt in the throat.

Suggestion: The correctionist may have the child pretend that he has been running. After this suggestion, the subject should pretend that he is trying to catch his breath.
WORD DRILL FOR THE "H" SOUND IN THE INITIAL POSITION

<table>
<thead>
<tr>
<th>hay</th>
<th>his</th>
<th>Harry</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>hit</td>
<td>hurt</td>
</tr>
<tr>
<td>hot</td>
<td>home</td>
<td>hello</td>
</tr>
<tr>
<td>hat</td>
<td>house</td>
<td>heart</td>
</tr>
<tr>
<td>hide</td>
<td>help</td>
<td>hunk</td>
</tr>
<tr>
<td>hang</td>
<td>high</td>
<td>him</td>
</tr>
<tr>
<td>hill</td>
<td>hop</td>
<td>who</td>
</tr>
<tr>
<td>hug</td>
<td>head</td>
<td>honey</td>
</tr>
<tr>
<td>hum</td>
<td>how</td>
<td>hall</td>
</tr>
<tr>
<td>hunt</td>
<td>horse</td>
<td>Helen</td>
</tr>
<tr>
<td>hog</td>
<td>hammer</td>
<td>Herb</td>
</tr>
<tr>
<td>hope</td>
<td>happy</td>
<td>hotel</td>
</tr>
<tr>
<td>hut</td>
<td>hold</td>
<td>hear</td>
</tr>
<tr>
<td>ham</td>
<td>horn</td>
<td>hawk</td>
</tr>
<tr>
<td>hoe</td>
<td>have</td>
<td>happen</td>
</tr>
<tr>
<td>hen</td>
<td>hook</td>
<td>handle</td>
</tr>
<tr>
<td>had</td>
<td>hard</td>
<td>heap</td>
</tr>
<tr>
<td>hid</td>
<td>here</td>
<td>harp</td>
</tr>
<tr>
<td>has</td>
<td>heavy</td>
<td>heal</td>
</tr>
<tr>
<td>heat</td>
<td>her</td>
<td>himself</td>
</tr>
</tbody>
</table>

DISCRIMINATION DRILL FOR THE "H" SOUND

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>ham</td>
<td>ow</td>
</tr>
<tr>
<td>a</td>
<td>hay</td>
<td>ill</td>
</tr>
<tr>
<td>e</td>
<td>he</td>
<td>n</td>
</tr>
<tr>
<td>oh</td>
<td>hoe</td>
<td>ad</td>
</tr>
<tr>
<td>I</td>
<td>high</td>
<td>as</td>
</tr>
<tr>
<td>m</td>
<td>him</td>
<td>is</td>
</tr>
<tr>
<td>at</td>
<td>hat</td>
<td>old</td>
</tr>
<tr>
<td>Ed</td>
<td>head</td>
<td>and</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "H" SOUND

who
1. Who is there?

hat
2. Is that my hat?

hum
3. I can hum.

hunt
4. Hunt for it.

honey
5. I like honey.
WORD DRILL FOR THE "H" SOUND IN THE MEDIAL POSITION

doghouse         tomahawk         adhesive
dollhouse        ahead            brotherhood
unhook           cowhand         behalf
unhappy          manhole         loophole
birdhouse        perhaps         manhunt
grasshopper      overhear         copperhead
chickenhouse     cowhide         vehicle
anyhow           beehive         clubhouse
farmhouse        overhang        overhanded
behind           left-handed     backhand
somehow          glasshouse      clawhammer
forehead         forehead        rawhide
foghorn          inhale          clodhopper
schoolhouse      exhale          ahoy
henhouse         warehouse       beholding
buttonhole       overhanging     courthouse
hitchhike         behave         greyhound
bloodhound       clearheaded     boyhood
buttonhook       levelheaded     manhood

SENTENCE DRILL FOR THE "H" SOUND IN THE MEDIAL POSITION

unhook            1. Unhook it for me.
grasshopper      2. We found a grasshopper.
unhappy           3. Do not be unhappy.
ahead             4. We will go ahead.
henhouse          5. Do you see the henhouse?
behind            6. Try not to fall behind.
behave            7. All of us must learn to behave.
foghorn           8. We heard a foghorn.
right-handed      9. I am right-handed.
doghouse          10. We made a doghouse.
warehouse         11. Take the boxes to the warehouse.
THE "BOAT" SOUND

Placement: The teeth are parted, the tongue is in a neutral position, and the lips are together.

Pressure: The air pressure within the oral cavity is directed against the lips.

Release: The air is released as the lips are parted.

Homophones: b and m

The sound is visible.

The sound is unvoiced.

The "p" sound cannot be felt in the throat.

Suggestions: Paper strips placed in front of the lips, making them bend as the "p" sound is produced. Pretend you are a boat. Blow on the hand. Blow out matches or a lit candle.
**EXERCISES FOR THE "P" SOUND**

Tell the child that you will slowly say some words. Explain that some of the words will have his sound, the "p" sound. If he hears a word with his sound, he is to say the word after you. For each word he gets correct, he will receive a marble. At the end of the game, count the marbles.

(Note: Have a marble for each word with the "p" sound.)

<table>
<thead>
<tr>
<th>pear</th>
<th>pear</th>
<th>tough</th>
<th>hay</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>mare</td>
<td>huff</td>
<td>lay</td>
</tr>
<tr>
<td>tear</td>
<td>bear</td>
<td>puff</td>
<td>pay</td>
</tr>
<tr>
<td>hack</td>
<td>maid</td>
<td>nickle</td>
<td>tore</td>
</tr>
<tr>
<td>pack</td>
<td>fade</td>
<td>pickle</td>
<td>sore</td>
</tr>
<tr>
<td>tack</td>
<td>paid</td>
<td>sickle</td>
<td>pour</td>
</tr>
<tr>
<td>pop</td>
<td>heart</td>
<td>beach</td>
<td>ben</td>
</tr>
<tr>
<td>hop</td>
<td>mart</td>
<td>teach</td>
<td>pen</td>
</tr>
<tr>
<td>top</td>
<td>part</td>
<td>peach</td>
<td>hen</td>
</tr>
<tr>
<td>eye</td>
<td>Benny</td>
<td>bet</td>
<td>lark</td>
</tr>
<tr>
<td>tie</td>
<td>any</td>
<td>pet</td>
<td>park</td>
</tr>
<tr>
<td>pie</td>
<td>penny</td>
<td>met</td>
<td>hark</td>
</tr>
<tr>
<td>sink</td>
<td>ten</td>
<td>hi</td>
<td>pump</td>
</tr>
<tr>
<td>pink</td>
<td>pen</td>
<td>pie</td>
<td>hump</td>
</tr>
<tr>
<td>link</td>
<td>hen</td>
<td>buy</td>
<td>lump</td>
</tr>
<tr>
<td>peel</td>
<td>sat</td>
<td>puff</td>
<td>tease</td>
</tr>
<tr>
<td>heal</td>
<td>hat</td>
<td>huff</td>
<td>peas</td>
</tr>
<tr>
<td>seal</td>
<td>pat</td>
<td>muff</td>
<td>ease</td>
</tr>
<tr>
<td>mad</td>
<td>tick</td>
<td>pit</td>
<td>haste</td>
</tr>
<tr>
<td>pad</td>
<td>pick</td>
<td>mitt</td>
<td>waste</td>
</tr>
<tr>
<td>bad</td>
<td>lick</td>
<td>hit</td>
<td>paste</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "P" SOUND: INITIAL POSITION

pup       pennies       pen
pop       peanut       pool
paper     piece       party
pay       paddle       part
peas      pear         Paul
penny     peach         Peter
puppy     paperman     Pammy
puff      point         Paula
paint     people        pair
popcorn   picnic        poke
papa      push          peep
pie       pet           paid
pickle    pick          pain
pipe      pot           Pat
pepper    park          past
pony      put           poor
pan       page          pint
paperboy  Patty         pack
paste     pass          package
pocketbook paw           pin

SENTENCE DRILL FOR THE "P" SOUND: INITIAL POSITION

pup  1. I want a pup.
pop  2. I like pop.
paper 3. See my paper.
penny 4. I have a penny.
puppy 5. He has a puppy.
paint 6. Paint it for me.
popcorn 7. Popcorn is good.
pie 8. He ate some pie.
papa 9. Papa has a pipe.
pepper 10. I see some pepper.
WORD DRILL FOR THE "P" SOUND: MEDIAL POSITION

puppy  deeper
diaper  unpack
apple  lumpy
happy  happen
clothespin
open  Happen
carpet
复印件  happen
clothespin
carpet
复印件

SENTENCE DRILL FOR THE "P" SOUND: MEDIAL POSITION

happy  1. I am happy.
open  2. Open your book.
puppy  3. Pet the puppy.
pepper  4. Pepper is black.
bumpy  5. It was bumpy.
supper  6. I ate supper.
hairpin  7. Mamma has a hairpin.
paper  8. Buy some paper.
sleepy  9. Baby is sleepy.
helper  10. I am a good helper.
pepper  11. I want some pepper.
unhappy  12. He is unhappy.
bobbepin  13. Mary has a bobbepin.
copy  14. Copy the numbers.
WORD DRILL FOR THE "P" SOUND IN THE FINAL POSITION

cup
hop
nap
pup
pop
cap
bump
up
jump
lap
stop
keep
tap
ape
mop
help
lamp
top
tape

ship
deep
soup
camp
peep
map
lip
sleep
rope
skip
sweep
damp
hoop
leap
jeep
sheep
chop
slip
lump

tip
tramp
rip
snap
chip
cape
weep
sip
chap
scoop
heap
cramp
clip
scoop
slope
loop
wrap
sap

SENTENCE DRILL FOR THE "P" SOUND IN THE FINAL POSITION

ape 1. See the ape.
cup 2. Buy a cup.
hop 3. I will hop.
mop 4. Point to the mop.
soup 5. Eat your soup.
cap 6. Put on your cap.
help 7. Paul will help.
nap 8. I took a nap.
jump 9. I can jump.
deep 10. The water is deep.
lamp 11. Turn on the lamp.
pop 12. I like pop.
THE "B" SOUND (b)

Placement: The teeth are parted, the tongue is in its neutral position, and the lips are together.

Pressure: The air pressure sets the vocal cords into vibration, travels to the oral cavity, and is directed against the lips.

Release: The air is released as the lips are parted.

Homophones: p and m

The sound is visible.

The sound is voiced.

The "b" sound can be felt in the throat.

Suggestions: Direct child's hand to throat during the teaching of the "b" sound. Say short "u" and have the child bring his lips together while continuing the short "u" sound. This will help to result in the "b" sound when the lips are parted.

Pretend you are making boiling hot bubbles. "Bah, bah, black sheep." "Little Bo Peep."
WORD DRILL FOR THE "B" SOUND: INITIAL POSITION

bike boot bookmark
boat buy bears
baby bank bags
boy bake beard
book Billy buckle
bed beans bottle
bunny bucket bottom
belt balloon bull
baseball burn basket
bus bubble Bill
ball butter barber
bark board Benny
bag bear berries
buggy basement better
bacon badge beetle
bounce banana bury
bug bulldog bun
bat beads beef
bone bar banner
bump bench band

EXERCISES FOR THE "B" SOUND

Make a series of cards. Find pictures with duplicates.
Deal the duplicate cards and keep a complete set in front of you.

Tell the children you will turn over a card. The person who has the card should put his hand up. He is to tell you in a complete statement: "Yes, it has my sound." Then have him say the word for the picture.

If he is right, he gets to keep the pair. At the end of the game, the one who has the most pairs of speech cards will be the winner.
WORD DRILL FOR THE "B" SOUND IN THE MEDIAL POSITION

baby mailbox nobody
cowboy football blackberries
elbow notebook barber
bubble motorboat horseback
bumblebee rubber hobo
maybe Sambo ladybug
icebox Barbara anybody
crybaby
paperboy blackboard everybody
Bobby schoolbook obey
Debbie blackbird bamboo
Herbie rubbing cabin
toby
number cardboard scrapbook
mailbox
rabbit sailboat lumber
doorbell Albert
rubber redbird Alberta
baseball above Herbert
rainbow Robert Ruby
pocketbook cookbook Toby
rubber
ribbon newsboy hobby
baboon
rowboat somebody lobby
baseball lifeboat

SENTENCE DRILL FOR THE "B" SOUND IN THE MEDIAL POSITION

Bobby
baby
cowboy
doorbell
rubber
elbow
bubble
mailbox
robin
baseball

1. I see Bobby.
2. I hear a baby.
3. I have a cowboy hat.
4. Ring the doorbell.
5. I have a rubber ball.
6. See my elbow.
8. Open the mailbox.
9. I saw a robin.
10. I have a baseball.
### WORD DRILL FOR THE "B" SOUND: FINAL POSITION

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob</td>
<td>scrub</td>
<td>jab</td>
</tr>
<tr>
<td>tub</td>
<td>job</td>
<td>gab</td>
</tr>
<tr>
<td>cab</td>
<td>rib</td>
<td>cube</td>
</tr>
<tr>
<td>rub</td>
<td>rob</td>
<td>mob</td>
</tr>
<tr>
<td>knob</td>
<td>Abe</td>
<td>nab</td>
</tr>
<tr>
<td>cob</td>
<td>tube</td>
<td>grub</td>
</tr>
<tr>
<td>web</td>
<td>crib</td>
<td>globe</td>
</tr>
<tr>
<td>bulb</td>
<td>babe</td>
<td>lab</td>
</tr>
<tr>
<td>fib</td>
<td>crab</td>
<td>cub</td>
</tr>
<tr>
<td>robe</td>
<td>bib</td>
<td>snob</td>
</tr>
<tr>
<td>grab</td>
<td>sub</td>
<td>dab</td>
</tr>
</tbody>
</table>

### SENTENCE DRILL FOR THE "B" SOUND:

#### FINAL POSITION

1. Turn the knob.
2. Bob will go.
3. Here is a bulb.
4. We rode in a cab.
5. Do not grab.
6. We have a white tub.
7. Scrub your hands.
8. Baby is in his crib.
9. We saw a crab.
10. We call him Abe.
11. I found a cob.
12. Daddy has a robe.
13. I did a good job.
14. The spider made a web.
15. Rub it.
THE "M" SOUND (m)

Placement: The lips are together.

Pressure: The air pressure sets the vocal cords into vibration and travels to the oral and nasal cavities.

Release: The lips have been released from the closed position.

Homophones: p and b

The "m" sound is visible.

The sound is voiced and is nasal.

The "m" sound is felt in the throat.

Suggestions: Try humming. Imitate a cow (mooing). Pretend that you are going to get something delicious. Have the child feel the nose as he makes the sound.
EXERCISES FOR THE "M" SOUND

Practice saying the "m" words. Have the child find pictures for the "m" sound, cut them out, and paste them in his speechbook. Try to find pictures to represent the following "m" words:

<table>
<thead>
<tr>
<th>Mary</th>
<th>machine gun</th>
<th>mare</th>
<th>metal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha</td>
<td>magazine</td>
<td>market</td>
<td>mice</td>
</tr>
<tr>
<td>Marty</td>
<td>magic</td>
<td>mask</td>
<td>milk</td>
</tr>
<tr>
<td>Moe</td>
<td>magnet</td>
<td>mat</td>
<td>mix</td>
</tr>
<tr>
<td>Myrtle</td>
<td>maid</td>
<td>match</td>
<td>mob</td>
</tr>
<tr>
<td>Meg</td>
<td>mail</td>
<td>meal</td>
<td>modern</td>
</tr>
<tr>
<td>May</td>
<td>mailbox</td>
<td>meat</td>
<td>mole</td>
</tr>
<tr>
<td>Marilyn</td>
<td>malt</td>
<td>medicine</td>
<td>money</td>
</tr>
<tr>
<td>Mack</td>
<td>mama</td>
<td>melt</td>
<td>monkey</td>
</tr>
<tr>
<td>mother</td>
<td>map</td>
<td>melon</td>
<td>monster</td>
</tr>
<tr>
<td>man</td>
<td>marble</td>
<td>men</td>
<td>moon</td>
</tr>
<tr>
<td>machine</td>
<td>march</td>
<td>mermaid</td>
<td>mother</td>
</tr>
<tr>
<td>mountain</td>
<td>mouse</td>
<td>mouth</td>
<td>mud</td>
</tr>
<tr>
<td>mule</td>
<td>music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE FOLLOWING IS A SUGGESTED NOTE ENLISTING THE AID OF THE PARENTS:

To Parents:

Please help your child say the words and find pictures to represent the listed words. Be careful to have medium size pictures that are not too small and yet not so large as to take too much space when pasted in the speechbook. A fifteen to twenty-five cent spiral type book will make an adequate speechbook.

Thank you for your cooperation,

(Name of speech therapist)
WORD DRILL FOR THE "M" SOUND: INITIAL POSITION

mama
moo
my
me
may
man
more
milk
mouse
mouth
made
meow
mine
miss
meat
monkey
mud
make
mailbox
melt
moon
move
mailman
match
mask
mark
money
marbles
made
mittens
Monday
morning
mice
monster
magic
mail
mommy
map
march
mother
mountain
meal
medicine
men
mix
mermaid
morning
mule
market
mind
myself
modern
machine
magazine
magnet

SENTENCE DRILL FOR THE "M" SOUND: INITIAL POSITION

mama 1. I saw mama.
moo 2. We see the moon.
mark 3. Do not mark.
milk 4. I like milk.
mouse 5. This is mine.
meat 6. Look at the mouse.
monkey 7. We saw a monkey.
moo 8. A cow says, "Moo."
meow 9. A cat says, "Meow."
more 10. I want more.
me 11. Give it to me.
WORD DRILL FOR THE "M" SOUND IN THE MEDIAL POSITION

milkman        camel
summer         stormy
hammer         roomy
mailman        remind
tomato         salesman
mama           windmill
breadman       Herman
grandmother    seaman
humming        remark
farmer         remove
basement       armor
lemon          becoming
fireman         American
bookmark       among
animal         booming
Tommy          oatmeal
Jimmy          diamond
Sammy          boomerang

SENTENCE DRILL FOR THE "M" SOUND IN THE MEDIAL POSITION

milkman 1. He is a milkman.
summer 2. I like summer.
Tommy 3. Tommy saw Pammy.
mailman 4. The mailman is here.
hammer 5. Daddy has a hammer.
lemon 6. A lemon is sour.
fireman 7. Sammy wants to be a fireman.
humming 8. The top is humming.
farmer 9. He is a farmer.
tomato 10. A tomato is red.
basement 11. It is in the basement.
bookmark 12. I lost my bookmark.
WORD DRILL FOR THE "M" SOUND IN THE FINAL POSITION

hum
dime
home
him
time
gum
name
lamb
game
ham
aim
swim
slam
broom
some
come
comb
room
came
Tom
arm
Sam
warm
same
farm
jam
dream
Jim
Pam
team
bum
boom
foam
cream
Tim
Kim
storm
tame
seem
am
trim
harm
bomb
stream
climb
rim
beam
ram
autumn
limb
alarm
zoom
roam
lime

SENTENCE DRILL FOR THE "M" SOUND IN THE FINAL POSITION

game 1. We will play a game.
Sam 2. He is Sam.
Jim 3. Jim is here.
Tom 4. I know Tom.
Pam 5. They call her Pam.
dime 6. I found a dime.
lamb 7. We saw a lamb.
home 8. Where is your home?
him 9. Give it to him.
name 10. What is your name?
come 11. Will Tom come?
broom 12. You need a broom.
THE "WIND" SOUND

Placement: The lips are in small, tense, puckered position as if ready to whistle.

Pressure: The air passes through the vocal cords, setting them into motion, and travels to the lips.

Release: As the sound is voiced, the lips are extended to a relaxed position.

Homophones: wh

The "w" sound is visible.

The "w" sound is voiced.

This sound can be felt in the throat.

Suggestions: Imitate the wind.
Pretend that you are a ghost.
Make a spooky sound.
WORD DRILL FOR THE "W" SOUND IN THE INITIAL POSITION

<table>
<thead>
<tr>
<th>wet</th>
<th>web</th>
<th>worry</th>
</tr>
</thead>
<tbody>
<tr>
<td>wipe</td>
<td>want</td>
<td>wonder</td>
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<tr>
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<td>wig</td>
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<tr>
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<td>Willy</td>
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<td>wear</td>
<td>weep</td>
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<td>wand</td>
<td>wool</td>
</tr>
<tr>
<td>water</td>
<td>wood</td>
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<td>worm</td>
<td>winter</td>
<td>week</td>
</tr>
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<td>way</td>
<td>were</td>
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<tr>
<td>work</td>
<td>won</td>
<td>Walter</td>
</tr>
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<td>wide</td>
<td>William</td>
</tr>
<tr>
<td>watch</td>
<td>Wanda</td>
<td>wake</td>
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</table>

EXERCISES FOR THE "W" SOUND IN THE INITIAL POSITION

Note: Say the words to the child. Have the child draw a circle around each word having his sound, the "w" sound. Then have him connect the "w" sound words that are alike.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
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<tbody>
<tr>
<td>way</td>
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<tr>
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<tr>
<td>warn</td>
<td>waste</td>
</tr>
<tr>
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<td>wood</td>
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<tr>
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<td>wood</td>
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<td>wire</td>
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<td>will</td>
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<td>weep</td>
<td>he</td>
</tr>
<tr>
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<td>heed</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "W" SOUND IN THE MEDIAL POSITION

sidewalk
sandwich
anyone
bow-wow
awake
sideways
wigwam
everyone
someone
highway
Edward
stairway
cobwebs
underwater
no one
someway
always
homework
underwear
awoke
cobweb
anyway
halfway
pathway
pow-wow
backward
silverware
otherwise
driveway
hallway
away
dinnerware
afterwards
away
unwind
inkwell
unaware
forward
hardware
lightweight
coward
await
awakening
afterward
goodwill
beware
reward
heavyweight
Delaware
bewail
glow worm
await

SENTENCE DRILL FOR THE "W" SOUND IN THE MEDIAL POSITION

anyone 1. We did not see anyone.
everyone 2. Everyone is here.
bow-wow 4. A dog says "bow-wow."
awake 5. Is Sammy awake?
hallway 6. We put our coats in the hallway.
highway 7. We drive on the highway.
sideways 8. Can you walk sideways?
pow-wows 9. Indians have pow-wows.
sidewalk 10. Walk on the sidewalk.
homework 11. Do your own homework.
unwind 12. Unwind the string.
THE "F" SOUND (f)

Placement: Bite the lower lip with the upper teeth.

Pressure: The air is directed through the upper teeth and over the lower lip.

Release: As the air is directed over the lower lip, the lip is released and the jaw is dropped.

Homophones: v

The "f" sound is visible.

The sound is unvoiced.

The "f" sound cannot be felt in the throat.

Suggestions: Pretend that you are an angry kitten.
EXERCISES FOR THE "F" SOUND: INITIAL POSITION

I. Say each word and have the child tell you if the word does or does not have his sound, the "f" sound.

II. As you say the words in front of a mirror, teach the child the visual differences for the sounds.

III. During one lesson, use no voice when saying the words in front of the mirror, and have the child discriminate for his sound, the "f" sound.

IV. During a lesson, have the child close his eyes while you slowly say the words. Ask him to repeat. Tell the child to say the word two times if it has his sound. If it does not have his sound, ask him to say the word only one time.

<table>
<thead>
<tr>
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<td>those</td>
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<tr>
<td>that</td>
<td>fat</td>
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<td>thine</td>
</tr>
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<td>though</td>
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<td>Thor</td>
<td>for</td>
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<td>foe</td>
<td>though</td>
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</tr>
<tr>
<td>thigh</td>
<td>fie</td>
<td>fat</td>
<td>that</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "F" SOUND IN THE INITIAL POSITION

face
feet
fall
fun
foot
finger
fat
fight
funny
farm
forgot
father
fell
fence
fast
forget
follow
fish
fork
fine
fan
fill
food
farmer
fold
found
find
fair
fit
full
feel
four
fox
phone
funnies
first

feed
five
forgive
following
fort
for
far
fever
fix
Phay
few
Phil
Phyllis
Phillip
fur
foreign
fudge
farther

SENTENCE DRILL FOR THE "F" SOUND IN THE INITIAL POSITION

face 1. I will wash my face.
funny 2. That was very funny.
fork 3. Here is a knife and fork.
forget 4. I will try not to forget.
follow 5. Follow us, Phil.
fun 6. This game is fun.
fence 7. Put it on the fence.
fast 8. I am very fast.
fan 9. Here is a fan.
sfair 10. Try to be fair.
sfell 11. I thought he fell.
sfirst 12. He is first.
WORD DRILL FOR THE "F" SOUND IN THE MEDIAL POSITION

| coffee       | jiffy       | nephew       |
|             | laughing    | painful      |
| coughing    | offer       | suffer       |
| goldfish    | perfume     | safest       |
| before      |            |             |
| snowfight   | Taffy       | backfire     |
| barefooted  | bonfire     | perfect      |
| careful     | uniform     | infant       |
| snowfort    | beautiful   | defeat       |
| waffle      | glassful    | satisfy      |
| sofa        | unfair      | selfish      |
| armful      |             | afoot        |
| telephone   | cornfield   | alphabet     |
| breakfast   | blindfold   | often        |
| elephant    | traffic     | roomful      |

SENTENCE DRILL FOR THE "F" SOUND IN THE MEDIAL POSITION

careful 1. Be careful.
coughing 2. Bobby is coughing.
goldfish 3. Sue has a goldfish.
before 4. Before noon, we will leave.
waffle 5. I ate a waffle.
barefooted 6. He is barefooted.
coffee 7. She is making coffee.
muffins 8. I like muffins.
breakfast 9. We ate our breakfast.
telephone 10. The telephone rang.
jiffy 11. I will be there in a jiffy!
taffy 12. We saw an elephant.
Taffy 13. Taffy is my friend.
WORD DRILL FOR THE "F" SOUND IN THE
FINAL POSITION

laugh
off
knife
half
puff
loaf
roof
rough
shelf

enough
leaf
cough
sheriff
tough
if
muff
stuff
w _ _ l

safe
wife
cuff
golf
chief
beef
huff
hoof
bluff

SENTENCE DRILL FOR THE "F" SOUND IN
THE FINAL POSITION

Puff
laugh
enough
rough
tough
roof
golf
shelf
cuff
knife
off
cough
leaf
loaf
half
if

1. We call our kitten Puff.
2. I like to laugh.
3. That will be enough.
4. That brick feels rough.
5. Some meat is tough.
6. Daddy fixed the roof.
7. He is playing golf.
9. I will button my cuff.
10. You will need a knife.
11. Do not knock the lamp off.
12. I had to cough.
13. I found a leaf.
14. Here is a loaf of bread.
15. Do you want half?
16. If it rains, we will stay.
THE "K" SOUND (k)

THE "POPCORN" SOUND

Placement: The back of the tongue makes contact with the soft palate.

Pressure: The air pressure is momentarily blocked by the tongue and palate contact.

Release: The back of the tongue breaks contact with the palate. The air pressure is released, resulting in a "k" sound.

Homophones: g and ng

The sound is unvoiced.

The sound is invisible.

The "k" sound cannot be felt in the throat.

Suggestions: Have the child pretend that he has a piece of popcorn caught in his throat...to call attention to the back of the mouth. Have him try to cough out the "popcorn."

For the lip reader, it is suggested that he watch the Adams apple for a clue to the k, y, ng, and g sounds.
EXERCISES FOR THE "K" SOUND

Have the older child cross out the word not having the "k" sound. For the younger child, read the sentence and ask him which word goes in the sentence—the word that has his sound, the "k" sound.

1. We rode in a (tab, cab).
2. The bird is in a (gage, cage).
3. The boys went to (camp, tamp).
4. Open the (tan, can).
5. Children like (candy, dandy).
6. The man walks with a (gain, cane).
7. The boy is wearing a (cap, tap).
8. Daddy drives a (car, tar).
9. Do you want it (tarried, carried)?
10. We found a small (gave, cave).
11. The boy was (cold, gold).
12. He said that they could (gum, come).
13. We ate some (torn, corn).
14. Put on your (coat, goat).
15. Open the lock with a (tea, key).
16. It is very (tool, cool).
17. It was dark before they (tame, came).
18. The girl wore a (gape, cape).
19. They said that they (could, good).
20. Her hair has pretty (curls, girls).
WORD DRILL FOR THE "K" SOUND IN THE INITIAL POSITION

Kay       coke       cave
key       cookie     Katy
cow       corner     Carol
cat       cold       Karen
coot      cook       canoe
cap       cake       could
cut       call       copy
come      cab        cornfield
cup       catch      curb
comb      cane       cobweb
cough     curl       cookbook
corn      carry      card
kiss      candle     care
candy     curly      Cathy
kite      cocoa      keyhole
keep      castle     kidding
king      Kenny      kitchen
cover     Kate       cabbage
can       keys       cage
car       kick       Keith
coffee    camel      camp
cartoon   cannot     cork
count     cool       couch
kitten    caught     coal
color     came       carpet
carrot    cob        kind

SENTENCES FOR THE "K" SOUND IN THE INITIAL POSITION

key       1. Kay found a key.
coat      2. Hang up your coat.
kite      3. He has a kite.
cool      4. This room is cool.
keep      5. Keep your papers.
cap       6. I have a baseball cap.
cook      7. Mother is a very good cook.
cough     8. Carl had to cough.
WORD DRILL FOR THE "K" SOUND IN THE MEDIAL POSITION

Mickey  tricky  cocanut
popcorn  circus  Rocky
cookie  locker  locket
tomcat  cricket  became
monkey  baker  blanket
circle  crackers  ticket
bacon  rocket  shortcake
lucky  overcoat  apricot
nickel  jacket  stagecoach
pocket  hockey  vacation
pancake  hiccups  anchor
spooky  package  woodpecker
Ricky  biscuit  doorknocker
sticky  second  working
pocketbook  because  shaker
echo  sneaky  market
donkey  acorn  Jacob
Vickie  cocoa  woodcutter
turkey  corncob  rocker
pickle  cupcake  broken
bookcase  checkers  locate
teakettle  become  vacate
chicken  welcome  lightkeeper
raincoat  napkin  Rebecca
Becky  discover

SENTENCE DRILL FOR THE "K" SOUND

bacon  1. We ate some bacon.
lucky  2. You are lucky.
Mickey  3. Did Mickey go?
monkey  4. See the monkey?
pancake  5. I want a pancake.
cookie  6. Do you want a cookie?
sticky  7. My hands are sticky.
turkey  8. We bought a turkey.
locker  9. I have a locker.
WORD DRILL FOR THE "K" SOUND IN THE FINAL POSITION

<table>
<thead>
<tr>
<th>neck</th>
<th>Dick</th>
<th>tick</th>
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<tbody>
<tr>
<td>pack</td>
<td>Frank</td>
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<td>Hank</td>
<td>crook</td>
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<tr>
<td>sick</td>
<td>Mike</td>
<td>work</td>
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<tr>
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<td>pick</td>
<td>pink</td>
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<tr>
<td>coke</td>
<td>block</td>
<td>trick</td>
</tr>
<tr>
<td>bake</td>
<td>lock</td>
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<td>seek</td>
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<tr>
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<td>smoke</td>
<td>broke</td>
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<td>spook</td>
<td>lick</td>
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<td>hook</td>
<td>stuck</td>
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<td>lake</td>
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<td>shook</td>
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<td>break</td>
<td>Mack</td>
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<td>bark</td>
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<td>click</td>
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<tr>
<td>look</td>
<td></td>
<td>ink</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "K" SOUND

| sack       | 1. I have a sack. |
| cake       | 2. I like cake. |
| wake       | 3. Wake up, Kay. |
| bake       | 4. She will bake a cake. |
| took       | 5. He took his book. |
| bike       | 6. Mike has a bike. |
| knock      | 7. I heard a knock. |
| rock       | 8. Pick up the rock. |
| sink       | 10. Did it sink? |
THE "BABY" SOUND

Placement: The back part of the tongue makes contact with the soft palate.

Pressure: Air pressure sets the vocal cords into action.

Release: As the air pressure causes the vocal cords to vibrate, the tongue and soft palate contact is released.

Homophones: k, ng, and y

The sound is invisible.

The sound is voiced.

The "g" sound can be felt in the throat.

Suggestions: Have the child imitate a little baby making gooing sounds.
Have the child tell you if each word does or does not have the "g" sound. Later, have the child repeat after you. If necessary, use the moto-kinesthetic approach, tongue depresser, or other methods suited to the child's therapy.

After going through the words, tell the child, "We will go through the words one more time. Then I want you to see how many words you can remember. We will write them on a piece of paper."

<table>
<thead>
<tr>
<th>EXERCISES FOR THE &quot;G&quot; SOUND</th>
<th></th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>go</td>
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<td>gum</td>
<td>gumdrops</td>
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<td>gold</td>
</tr>
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<th>II</th>
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<td>gay  day</td>
</tr>
<tr>
<td>date gate</td>
<td>gear  dear</td>
</tr>
<tr>
<td>gal  dial</td>
<td>dot  got</td>
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<td>Dale Gail</td>
<td>dough go</td>
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<tr>
<td>dame game</td>
<td>gun  done</td>
</tr>
<tr>
<td>gum  dumb</td>
<td>guide died</td>
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<tr>
<td>Gary dairy</td>
<td>goose dues</td>
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### WORD DRILL FOR THE "G" SOUND IN THE MEDIAL POSITION

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</tr>
<tr>
<td>dragon</td>
<td>Forgotten</td>
<td>angle</td>
<td></td>
</tr>
<tr>
<td>shotgun</td>
<td>forgotten</td>
<td>kindergarten</td>
<td></td>
</tr>
</tbody>
</table>

### SENTENCE DRILL FOR THE "G" SOUND: MEDIAL POSITION

1. Guy has a popgun.
2. In August it is hot.
3. You forgot Bobby!
4. Will you come again?
5. Is that the baby's piggy bank?
6. Ben has a wagon.
7. What did you forget?
8. It get dark and began to rain.
9. He hurt his finger.
10. It is beginning to rain harder.
11. Sugar is sweet.
12. What a shaggy dog!
13. We saw a kangaroo.
14. Vinegar is bitter.
15. I hit the target.
WORD DRILL FOR THE "G" SOUND IN THE
FINAL POSITION

dog    rag    hag
bug    hog    fig
rug    mug    lag
egg    fog    sag
pig    peg    twig
hug    frog    Greg
big    log    Doug
tag    beg    keg
jug    flag    jag
lair    dig    chug
tug    dig    bag
wig    gag    Meg
bag    wag    shrug

SENTENCE DRILL FOR THE "G" SOUND:
FINAL POSITION

dog  1. A dog says, "Bow-wow."
bug  2. We found a bug.
rug  3. See the rug.
pig  4. A pig says, "Oink-oink."
tag  5. We played tag.
bag  6. I need a paper bag.
frog 7. A frog can hop.
wag 8. A dog can wag his tail.
Doug 9. Doug is a boy's name.
rag 10. Here is an old rag.
peg 11. Put the weed in the peg.
fig 12. I saw a fig leaf.
Greg 13. Greg is his brother.
flag 14. The flag is at half-mast.
THE "N" SOUND (n)

Placement: The tongue tip is placed against the dental ridge.

Pressure: The air stream is directed through the nasal and oral cavities and over the tip of tongue.

Release: The air pressure is released through the nose and mouth and the tongue travels to the neutral position.

Homophones: t, d, and l

The sound is visible.

The sound is voiced and nasal.

The "n" sound can be felt in the throat.

Suggestions: Have the child say "no, no, no" over and over. Have the child hold the therapist's nose with the finger and thumb as the "n" sound words are being produced by the therapist. Use candy sucker on tongue tip and dental shelf to enable easier contact.
WORD DRILL FOR THE "N" SOUNb IN THE INITIAL POSITION

nail  nice
name  neck
note  need
knee  nothing
nails  number
noisy  napkins
near  needle
nose  not
nickel  knock
no  noontime
noise  nurse
knew  never
numbers  nut
nap  nest
napkin  night time
neighbor  Norma
nobody  Norman
none  Ned
nine  navy
noon  new
now  Nan
Nancy  knocking
night  knight
notebook  nuts

needing  nowhere
nickels  no place
neat  noodles
notebooks  neither
nowhere  knocked
knit  knitting
Nick  news
newsboy  newspaper
newsman  naughty
nasty  nephew
nature  nag
ninety-one  ninety-two

EXERCISES FOR THE "N" SOUND: INITIAL POSITION

Choosing from the word drill listed above, say the word to the child. Ask him to say the word after you; then ask him to use that word in a sentence, or you may say, "Make up something with your word in it."

Take your time, give a few examples, and encourage the child. As with all work, reward with your verbal praise the child's good work and/or good effort.
### WORD DRILL FOR THE "N" SOUND IN THE MEDIAL POSITION

| funny       | enough       | Ronnie       |
| money       | Danny        | fingernail   |
| tiny        | Donna        | Janie        |
| pony        | Bennie       | Bonnie       |
| cannot      | canoe        | Annie        |
| honey       | lightning    | tonight      |
| sunny       | Edna         | afternoon    |
| many        | minute       | dinner       |
| corner      | bologna      | walnut       |
| penny       | Johnny       | pioneer      |
| peanut      | canary       | annoy        |
| any         | doughnut     | Tony         |
| weiner      | Connie       | thumbnail    |
| shiny       | connect      | darkness     |
| cocanut     | diner        | shiner       |
| doorknob    | bonnet       | funnies      |

### SENTENCE DRILL FOR THE "N" SOUND IN THE MEDIAL POSITION

| funny     | 1. He is funny. |
| money     | 2. I have some money. |
| pony      | 3. I rode a pony. |
| cannot    | 4. We cannot go. |
| penny     | 5. Danny has a penny. |
| Donna     | 6. Donna gave some peanuts to Annie. |
| canoe     | 7. The Indian had a canoe. |
| minute    | 8. Ronnie, wait a minute. |
| walnuts   | 9. He found some walnuts. |
| doughnuts | 10. I like doughnuts. |
| honey     | 11. Honey is sweet. |
| sunny     | 12. It is sunny. |
| lightning | 13. We saw lightning. |
WORD DRILL FOR THE "N" SOUND IN THE FINAL POSITION

rain  John  tune
sun  Don  pain
run  Dan  done
man  on  tan
nine  in  seen
phone  torn  gone
mine  mean  Jan
bun  ran  tin
fun  cane  pin
burn  bean  Ann
brown  sign  Joan
moon  fan  shine
gun  stone  gun
lion  Jane  Ben
can  corn  lean
learn  hen  ten
spoon  line  tone
town  worn  cone

SENTENCE DRILL FOR THE "N" SOUND IN THE FINAL POSITION

lion  1. We saw a lion.
cane  2. He has a cane.
hen  3. See the hen.
phone  4. Answer the phone.
done  5. Are you done?
spoon  6. You need a spoon.
fine  7. I am fine.
brown  8. Color it brown.
town  9. We went to town.
corn  10. We ate some corn.
John  11. Don and John will go with Don.
spoon  12. Wayne said it would rain.
THE "NG" BLEND (ŋ).

The sound of "ng" is invisible.
The sound of "ng" is voiced and nasal.
The sound of "ng" can be felt in the throat.

Suggestions: Have the child prolong the "ng" sound and then suddenly drop the jaw.

THE "RINGING" SOUND

Placement: The back of the tongue makes contact with the soft palate. The tongue tip is pressed against the lower front teeth.

Pressure: After the tongue and soft palate contact, the air pressure sets the vocal cords into vibration. The air stream, blocked by the tongue and soft palate placement, is directed to the nasal cavity.

Release: The tongue releases its contact and the air is released through the oral cavity with resonance within the nasal cavity.

Homophones: k, g, and y

The sound of "ng" is invisible.
The sound of "ng" is voiced and nasal.
The sound of "ng" can be felt in the throat.
WORD DRILL FOR THE "NG" SOUND

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td>bang</td>
</tr>
<tr>
<td>brink</td>
<td>bring</td>
</tr>
<tr>
<td>clank</td>
<td>clang</td>
</tr>
<tr>
<td>click</td>
<td>cling</td>
</tr>
<tr>
<td>dink</td>
<td>ding</td>
</tr>
<tr>
<td>flunk</td>
<td>flung</td>
</tr>
<tr>
<td>Hank</td>
<td>hang</td>
</tr>
<tr>
<td>kink</td>
<td>king</td>
</tr>
<tr>
<td>pink</td>
<td>pink</td>
</tr>
<tr>
<td>rank</td>
<td>rang</td>
</tr>
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<td>ring</td>
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<td>sling</td>
</tr>
<tr>
<td>wink</td>
<td>wing</td>
</tr>
<tr>
<td>zinc</td>
<td>zing</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
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<tr>
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</tr>
<tr>
<td>thing</td>
<td>cling</td>
</tr>
<tr>
<td>hung</td>
<td>gong</td>
</tr>
<tr>
<td>rung</td>
<td>lung</td>
</tr>
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<td>string</td>
<td>ping pong</td>
</tr>
<tr>
<td>swing</td>
<td>slang</td>
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<td>sprang</td>
</tr>
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<td>sprung</td>
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<td>strung</td>
</tr>
<tr>
<td>something</td>
<td>swung</td>
</tr>
<tr>
<td>nothing</td>
<td>slung</td>
</tr>
<tr>
<td>plaything</td>
<td>Bing</td>
</tr>
<tr>
<td>sling</td>
<td>clang</td>
</tr>
</tbody>
</table>

EXERCISES FOR THE "NG" SOUND

Tell the child that you are going to read some words. When he hears a word having his sound, he is to nod his head. (Later, say the words and have him repeat after you.)
THE "DADDY" SOUND

Placement: The tongue tip is placed against the dental ridge.

Pressure: The air pressure is voiced and directed to the tongue tip placement where it is momentarily blocked.

Release: The tongue tip is released from its contact, thus releasing the voiced air stream which results in the "d" sound.

Homophones: t, l, and n

The sound is visible.
The sound is voiced.
The "d" sound can be felt in the throat.

Suggestions: Have the child mimic a baby saying "da da."
WORD DRILL FOR THE "D" SOUND IN THE INITIAL POSITION

<table>
<thead>
<tr>
<th>do</th>
<th>dirty</th>
<th>dime</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>Don</td>
<td>dance</td>
</tr>
<tr>
<td>Dee</td>
<td>Dick</td>
<td>dolly</td>
</tr>
<tr>
<td>dog</td>
<td>David</td>
<td>dollhouse</td>
</tr>
<tr>
<td>down</td>
<td>Donna</td>
<td>dive</td>
</tr>
<tr>
<td>duck</td>
<td>doughnut</td>
<td>dirt</td>
</tr>
<tr>
<td>dough</td>
<td>dinner</td>
<td>Dave</td>
</tr>
<tr>
<td>dad</td>
<td>Dan</td>
<td>dent</td>
</tr>
<tr>
<td>deep</td>
<td>did</td>
<td>Dale</td>
</tr>
<tr>
<td>dig</td>
<td>deer</td>
<td>dip</td>
</tr>
<tr>
<td>door</td>
<td>dollar</td>
<td>dot</td>
</tr>
</tbody>
</table>

EXERCISES FOR THE "D" SOUND

Have the older child underline the "d" sound in the words having that sound.

Read the story to younger children and ask them the listed questions.

One day Dick asked his daddy for a dollar. Dick told his daddy the dollar was to buy a dolly for his sister, Donna. The dolly for Donna would be Dick's present for Donna's birthday.

Dick's dad thought it was good for Dick to think of Donna. Dick's dad gave him the dollar and told Dick that he had a good idea.

Dick took the dollar. Dick found a wonderful doll and bought it for Donna. Dick gave the doll to Donna. Donna thought it was a very good birthday present.

1. What did Dick want?
2. Why did Dick want one dollar?
3. What was Dick's sister's name?
4. What did Dick's daddy think of the idea?
5. What did Dick buy?
6. When did Dick give Donna her present?
7. What did Donna think of the doll?
WORD DRILL FOR THE "D" SOUND IN THE MEDIAL POSITION

today    candy    Eddie    lady    muddy    Indian    ready    window    ladder    indoors    outdoors    watchdog    bulldog    windy    powder
        garden    Sunday    Monday    Tuesday    Andy    wonder    study    shadow    payday    shady    nobody    everybody    Randy    radio    goody

Thursday    Friday    Saturday    Buddy    everybody    sundown    holiday    student    greedy    suddenly    idea    handy    soda    body    wonderful

SENTENCE DRILL FOR THE "D" SOUND IN THE MEDIAL POSITION

today  1. We will leave today.
candy  2. Dale has some candy.
Eddie  3. Eddie and Andy are going.
lady   4. She is a lady.
Sandy  5. Sandy, is it muddy?
ready  6. Dick is not ready.
bulldog 7. A bulldog is by the window.
Buddy  8. Buddy took a ladder to Randy.
Judy   9. Judy will be here Monday.
Friday 10. Judy will leave on Friday.
idea   11. He had a good idea.
window 12. I will open the window.
ladder 13. Daddy needs a ladder.
**WORD DRILL FOR THE "D" SOUND IN THE FINAL POSITION**

<table>
<thead>
<tr>
<th>hand</th>
<th>made</th>
<th>lid</th>
</tr>
</thead>
<tbody>
<tr>
<td>dad</td>
<td>said</td>
<td>had</td>
</tr>
<tr>
<td>ride</td>
<td>bad</td>
<td>sad</td>
</tr>
<tr>
<td>mad</td>
<td>shade</td>
<td>side</td>
</tr>
<tr>
<td>hide</td>
<td>cold</td>
<td>paid</td>
</tr>
<tr>
<td>word</td>
<td>heard</td>
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<tr>
<td>hid</td>
<td>cold</td>
<td>old</td>
</tr>
<tr>
<td>cried</td>
<td>shed</td>
<td>Bud</td>
</tr>
<tr>
<td>mud</td>
<td>red</td>
<td>Ed</td>
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<td>wood</td>
<td>fold</td>
<td>and</td>
</tr>
<tr>
<td>sand</td>
<td>bed</td>
<td>end</td>
</tr>
<tr>
<td>good</td>
<td>laid</td>
<td>weed</td>
</tr>
<tr>
<td>feed</td>
<td>hold</td>
<td>head</td>
</tr>
<tr>
<td>lad</td>
<td>pad</td>
<td>bird</td>
</tr>
<tr>
<td>lead</td>
<td>wade</td>
<td>wad</td>
</tr>
<tr>
<td>bread</td>
<td>raid</td>
<td>blade</td>
</tr>
<tr>
<td>Ted</td>
<td>blind</td>
<td>wide</td>
</tr>
<tr>
<td>rode</td>
<td>add</td>
<td>sold</td>
</tr>
<tr>
<td>wind</td>
<td>told</td>
<td>scold</td>
</tr>
</tbody>
</table>

**SENTENCE DRILL FOR THE "D" SOUND IN THE FINAL POSITION**

1. Dick hurt his hand.
2. Put your cap on your head.
3. It is cold.
4. We bought some grass seed.
5. Color it red.
6. I see a bird.
7. Bud went to school.
8. Fold your paper.
9. Dad is working.
10. Do not track in the mud.
11. Donna has a doll bed.
THE "TICKING" SOUND

Placement: The tongue tip is placed against the dental ridge.

Pressure: The tongue tip exerts pressure against the dental ridge, and the air stream is directed to the point of contact and is momentarily blocked.

Release: The tongue tip goes down and returns to its neutral position. The release of the air pressure creates the "t" sound.

Homophones: d, l, and n

The sound is visible.
The sound is unvoiced.
The "t" sound can be felt in the throat.

Suggestions: Have the child pretend that he is a clock making the ticking sound.
### Word Drill for the "T" Sound in the Initial Position

<table>
<thead>
<tr>
<th>toy</th>
<th>tape</th>
<th>tickle</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>time</td>
<td>table</td>
</tr>
<tr>
<td>tea</td>
<td>tin</td>
<td>Tuesday</td>
</tr>
<tr>
<td>toe</td>
<td>town</td>
<td>tiny</td>
</tr>
<tr>
<td>top</td>
<td>tack</td>
<td>tent</td>
</tr>
<tr>
<td>Tom</td>
<td>tail</td>
<td>taxi</td>
</tr>
<tr>
<td>toot</td>
<td>tall</td>
<td>ticket</td>
</tr>
<tr>
<td>tap</td>
<td>tag</td>
<td>teacher</td>
</tr>
<tr>
<td>tell</td>
<td>Tim</td>
<td>tongue</td>
</tr>
<tr>
<td>toss</td>
<td>Ted</td>
<td>tunnel</td>
</tr>
<tr>
<td>take</td>
<td>tear</td>
<td>turkey</td>
</tr>
<tr>
<td>tie</td>
<td>turn</td>
<td>turtle</td>
</tr>
<tr>
<td>tight</td>
<td>touch</td>
<td>tiger</td>
</tr>
<tr>
<td>talk</td>
<td>tease</td>
<td>tip</td>
</tr>
<tr>
<td>tank</td>
<td>team</td>
<td>tools</td>
</tr>
</tbody>
</table>

### Sentence Drill for the "T" Sound

<table>
<thead>
<tr>
<th>toys</th>
<th>1. Tommy has some toys.</th>
</tr>
</thead>
<tbody>
<tr>
<td>top</td>
<td>2. Tim has a top.</td>
</tr>
<tr>
<td>tight</td>
<td>3. That is too tight.</td>
</tr>
<tr>
<td>tape</td>
<td>4. I need the tape.</td>
</tr>
<tr>
<td>tail</td>
<td>5. The dog is wagging his tail.</td>
</tr>
<tr>
<td>tall</td>
<td>6. Tom is very tall.</td>
</tr>
<tr>
<td>tag</td>
<td>7. The boys and girls played tag.</td>
</tr>
<tr>
<td>Ted</td>
<td>8. Tim could not touch Ted.</td>
</tr>
<tr>
<td>turtle</td>
<td>10. Tommy has a turtle.</td>
</tr>
<tr>
<td>Teddy</td>
<td>11. Teddy hurt his toe.</td>
</tr>
<tr>
<td>tank</td>
<td>12. Do you have a toy tank?</td>
</tr>
<tr>
<td>town</td>
<td>13. Daddy went to town.</td>
</tr>
<tr>
<td>turn</td>
<td>14. Take your turn.</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "T" SOUND IN THE MEDIAL POSITION

Betty  sofeter  cotton
Patty  bottles  daytime
Peter  daughter  empty
kitten  bottom  attic
button  mittens  beauty
better  into  tiptoe
after  sister  tiptop
letter  until  playtime
butter  beautiful  pretend
tomato  anytime  pretty
potatoes  sometimes  mountain
biting  hotel  motor
party  valentine  Katy
yesterday  cartoon  water
naughty  center  Walter
Santa  Rita  certain

SENTENCE DRILL FOR THE "T" SOUND IN THE MEDIAL POSITION

Betty  1. Betty is going.
Patty  2. Patty will go.
Peter  3. Peter will not go.
kitten  4. See the kitten.
button  5. Button your coat.
better  6. I feel better.
after  7. He is after you.
letter  8. Here is a letter.
tomato  9. That is a big tomato.
party  10. We had a party.
bottom  11. It is on the bottom.
mittens  12. Where are your mittens?
cotton  13. The dress is made of cotton.
WORD DRILL FOR THE "T" SOUND IN THE FINAL POSITION

<table>
<thead>
<tr>
<th>late</th>
<th>hut</th>
<th>meat</th>
</tr>
</thead>
<tbody>
<tr>
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<td>bite</td>
<td>past</td>
</tr>
<tr>
<td>bat</td>
<td>salt</td>
<td>ate</td>
</tr>
<tr>
<td>rat</td>
<td>not</td>
<td>seat</td>
</tr>
<tr>
<td>pet</td>
<td>dent</td>
<td>cute</td>
</tr>
<tr>
<td>nut</td>
<td>pit</td>
<td>suit</td>
</tr>
<tr>
<td>it</td>
<td>sit</td>
<td>fast</td>
</tr>
<tr>
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<td>sat</td>
<td>eat</td>
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<td>set</td>
<td>Kate</td>
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<tr>
<td>fat</td>
<td>at</td>
<td>wait</td>
</tr>
<tr>
<td>cat</td>
<td>cut</td>
<td>neat</td>
</tr>
<tr>
<td>Pat</td>
<td>yet</td>
<td>boat</td>
</tr>
<tr>
<td>hot</td>
<td>went</td>
<td>kite</td>
</tr>
<tr>
<td>put</td>
<td>jet</td>
<td>wheat</td>
</tr>
<tr>
<td>lit</td>
<td>ant</td>
<td>write</td>
</tr>
<tr>
<td>coat</td>
<td>gate</td>
<td>dot</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "T" SOUND IN THE FINAL POSITION

late  1. Do not be late.
hat   2. Take off your hat.
bat   3. Here is a bat and ball.
pet   4. We have a pet.
light 5. Turn on the light
wet   6. My socks are wet.
cat   7. Where is our cat?
bite  8. I took a bite.
tonight 9. We will leave tonight.
jet   10. Look at that jet.
gate 11. Lock the gate.
coat 12. Put on your coat.
THE "Y" SOUND (j)

THE "CALLING A DOG" SOUND

Placement: The tongue is elevated toward the palate, touching the upper teeth. Although elevated, the tongue has no contact with the roof of the mouth. The tongue tip is placed by the lower front teeth. As illustrated, the teeth are slightly separated.

Pressure: Air pressure sets the vocal cords into vibration. The air stream continues to the partial obstruction of the oral cavity. The air continues until it is released through the oral cavity.

Release: When the air is released, the tongue moves to its neutral position.

Homophones: k, g, ng -- none visible.

The sound is invisible.

The sound is voiced.

The "y" sound can be felt in the throat.
WORD DRILL FOR THE "Y" SOUND IN THE INITIAL POSITION

yes                          yawning                      Yankees
you                          yacht                        yearling
your                         yours                        yams
yank                         year                         Yale
yard                         yarn                         yardstick
yawn                         younger                       yeast
yellow                       youngest                      youth
yesterday                    yet                          yawn
young                        yonder                       yarn
yoke                         youth                        yield
yodel

EXERCISES FOR THE "Y" SOUND

Have the older child read the sentences and give an answer. Remind him that all words must have the "y" sound.

1. What do we call a large pleasure boat?
2. What do we call sweet potatoes?
3. Children like to play out in the _______.
4. When you are tired, sometimes you _____.
5. Mother needs it to make bread.
6. The color of a banana peel is ________.
7. Part of an egg is the ________.
8. The opposite of no is ________.
9. There are twelve months in a ________.
10. You pull a tooth with a quick ________.
11. Mother measures with a ________.
12. The opposite of old is ________.
13. Mother has a needle, thread, and ________.
14. The name of a lock or a university?
15. This is mine and these are ________.
WORD DRILL FOR THE "Y" SOUND IN THE MEDIAL POSITION

backyard               genius               stallion
farmyard              familiar            unfamiliar
onion                 opinion             union
barnyard              failure             senora
front yard            behavior           senorita
junior                million            peculiar
William               billion            inconvenient
Daniel                churchyard        ammonnia
brickyard             coyote             canyon
steelyard             convenient         annual
lawyer                companion         civilians
beyond                senior             onionskin
shipyard              brilliant

SENTENCE DRILL FOR THE "Y" SOUND: MEDIAL POSITION

onions  1. He bought some onions.
Junior  2. They call him Junior.
William 3. William is gone.
backyard 4. Let's play in the backyard.
front yard 5. Our dog is in the front yard.
senior  6. My brother is a senior.
Daniel  7. Daniel Boone was brave.
lawyer  8. His father is a lawyer.
brickyard 9. We saw an old brickyard.
barnyard 10. The chickens are in the barnyard.
stallion 11. That horse is a stallion.
behavior 12. Watch your behavior.
trillions 13. There are trillions of stars.
beyond 14. Beyond the gate is the road.
familiar 15. That song sounds familiar.
THE "LULLABY" SOUND

Placement: The tongue tip is placed against the dental ridge, and the body of the tongue is slightly grooved.

Pressure: The air sets the vocal cords into action and passes over the body and sides of the tongue.

Release: As the air pressure passes over the sides of the tongue, the tongue travels to a downward position.

Homophones: t, d, and n

The sound is visible.

The sound is voiced and lateral.

The "l" sound can be felt in the throat.

Suggestions: Have the child sing nursery rhymes with you. Do not sing the words, but use "la, la, la." Try this with "li," "lo," and "lu," etc.
**EXERCISES FOR THE "L" SOUND IN THE INITIAL POSITION**

Tell the child that you and he are going to play a game. Tell him that you will read some words. If the word has his sound, he is to say the word as loudly as he can. If the word does not have his sound, tell him to whisper the word.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
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<tbody>
<tr>
<td>leak</td>
<td>weak</td>
</tr>
<tr>
<td>Lee</td>
<td>wee</td>
</tr>
<tr>
<td>wife</td>
<td>life</td>
</tr>
<tr>
<td>leap</td>
<td>weep</td>
</tr>
<tr>
<td>women</td>
<td>lemon</td>
</tr>
<tr>
<td>loafl</td>
<td>wolf</td>
</tr>
<tr>
<td>lick</td>
<td>wick</td>
</tr>
<tr>
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<td>lake</td>
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<td>win</td>
<td>Lynn</td>
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<td>later</td>
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<td>whittle</td>
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<td>led</td>
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<table>
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<tr>
<td>Wayne</td>
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<td>lag</td>
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<tr>
<td>wink</td>
<td>link</td>
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<td>lent</td>
<td>went</td>
</tr>
<tr>
<td>wives</td>
<td>lives</td>
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<td>weighing</td>
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<td>wizard</td>
<td>lizard</td>
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<td>load</td>
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<td>ray</td>
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<td>led</td>
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<tr>
<td></td>
<td>lead</td>
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<tr>
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<td>lays</td>
</tr>
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<td>lent</td>
</tr>
<tr>
<td></td>
<td>low</td>
</tr>
<tr>
<td></td>
<td>rye</td>
</tr>
<tr>
<td></td>
<td>rim</td>
</tr>
<tr>
<td></td>
<td>rip</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "L" SOUND IN THE INITIAL POSITION

look
little
lamb
lion
lady
lie
Lee
lay
low
late
lock
loud
light
laugh
lap
looking
lamp
lake
loaf
lad
last
long
listen
lucky
leaf
lemon
lick
lot
leak
live
lid
let

lost
locker
leaves
love
lips
lump
loop
lumpy
Lassie
Linda
Lucy
Larry
Leo
ladder
lose
lunch
lighter
lightening
ladybug
locket
logs
lazy
leg
laughing
learn
lesson
lawnmower
leap frog
letters
lipstick
left
library
lantern

lighthouse
lifeboat
ladylike
load
land
lace
looser
laundry
lettuce
leopard
lizard
loan
lend
lonesome
loose
lard
loose
lower
leap
link
level
Lucille
Louise
Lois
lobby
lava
lean

SENTENCE DRILL FOR THE "L" SOUND IN THE INITIAL POSITION

1. Look for your book.
2. That table is little.
3. We saw a little lamb.
4. Lay it down.
like 5. I like candy.
Lee 6. Lee is my friend.
low 7. The kite is low.
late 8. Do not be late.
leak 9. The bucket has a leak.
lion 10. A lion can roar.
lock 11. Lock the door.
lawn 12. We cut the lawn.
loud 13. You are too loud.
lap 14. Put it on your lap.
lady 15. She is a lady.
lace 16. The collar is made of lace.
lumpy 17. This cereal is lumpy.
lighter 18. Daddy needs a new lighter.
locket 19. The locket belongs to Lois.
lonesome 20. Are you lonesome?
lipstick 21. She has red lipstick.
library 22. Did you go to the library?
left 23. Which one is left?
lizard 24. I saw a lizard.
ladylike 25. She acts very ladylike.
lunch 26. When did you eat lunch?
lesson 27. She wants to learn the lesson.
WORD DRILL FOR THE "L" SOUND IN THE MEDIAL POSITION

<table>
<thead>
<tr>
<th>hello</th>
<th>fellow</th>
<th>friendly</th>
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</thead>
<tbody>
<tr>
<td>Billy</td>
<td>elephant</td>
<td>alligator</td>
</tr>
<tr>
<td>pillow</td>
<td>watermelon</td>
<td>landlord</td>
</tr>
<tr>
<td>alike</td>
<td>Shirley</td>
<td>hilly</td>
</tr>
<tr>
<td>dolly</td>
<td>clothesline</td>
<td>pilot</td>
</tr>
<tr>
<td>color</td>
<td>below</td>
<td>along</td>
</tr>
<tr>
<td>Sally</td>
<td>swallow</td>
<td>alive</td>
</tr>
<tr>
<td>follow</td>
<td>hollow</td>
<td>Ella</td>
</tr>
<tr>
<td>Alice</td>
<td>Allen</td>
<td>Nola</td>
</tr>
<tr>
<td>jelly</td>
<td>July</td>
<td>Lola</td>
</tr>
<tr>
<td>eleven</td>
<td>only</td>
<td>aloud</td>
</tr>
<tr>
<td>alley</td>
<td>Polly</td>
<td>alone</td>
</tr>
<tr>
<td>telephone</td>
<td>ruler</td>
<td>gallop</td>
</tr>
<tr>
<td>lollipop</td>
<td>early</td>
<td>calendar</td>
</tr>
<tr>
<td>unlock</td>
<td>Pauline</td>
<td>ladylike</td>
</tr>
<tr>
<td>sunlight</td>
<td>Halloween</td>
<td>bracelet</td>
</tr>
<tr>
<td>jello</td>
<td>jolly</td>
<td>English</td>
</tr>
<tr>
<td>silly</td>
<td>Molly</td>
<td>olive</td>
</tr>
<tr>
<td>yellow</td>
<td>moonlight</td>
<td>ceiling</td>
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<tr>
<td>melon</td>
<td>flashlight</td>
<td>envelope</td>
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<tr>
<td>eyelids</td>
<td>cellar</td>
<td>island</td>
</tr>
<tr>
<td>Helen</td>
<td>unload</td>
<td>caterpillar</td>
</tr>
<tr>
<td>believe</td>
<td>searchlight</td>
<td>valley</td>
</tr>
<tr>
<td>daylight</td>
<td>telling</td>
<td>unlikely</td>
</tr>
<tr>
<td>television</td>
<td>valentine</td>
<td>Englishman</td>
</tr>
<tr>
<td>chilly</td>
<td>sunlamp</td>
<td>folly</td>
</tr>
<tr>
<td>Charlie</td>
<td>shoelaces</td>
<td>collar</td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "L" SOUND IN THE MEDIAL POSITION

1. Hello, Mary.
2. Polly wants a cracker.
3. The cat is in the alley.
4. I know Sally.
5. We like jello.
6. We are early.
7. Do not be silly.
pillow 9. You will need a pillow.
yellow 10. Color it yellow.
hollow 11. That tree is hollow.
eleven 12. Count to eleven.
Shirley 13. Shirley is in my room.
jelly 14. Do you want some jelly?
lollipop 15. He has a lollipop.
July 16. In July it is hot.
elephant 17. We saw an elephant.
unlock 18. I will unlock the door.
ruler 19. You will need a ruler.
eyelids 20. Close your eyelids.
Halloween 21. Halloween is a spooky time.
Alice 22. I do not know Alice.
telephone 23. Do you have a telephone?
swallow 24. Swallow the pill quickly.
watermelon 25. Do you like watermelon?
swallows 26. The swallows are flying south.
valentine 27. I have a big valentine.
alike 28. They look alike.
Helen 29. Allen's sister is Helen.
daylight 30. It is almost daylight.
only 31. Only Billy will go.
WORD DRILL FOR THE "L" SOUND IN THE FINAL POSITION

<table>
<thead>
<tr>
<th>word</th>
<th>ball</th>
<th>tell</th>
<th>bell</th>
<th>hall</th>
<th>cool</th>
<th>mule</th>
<th>pull</th>
<th>bull</th>
<th>hill</th>
<th>fill</th>
<th>tall</th>
<th>hole</th>
<th>tool</th>
<th>pile</th>
<th>able</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>all</td>
<td>girl</td>
<td>nail</td>
<td>whirl</td>
<td>call</td>
<td>pill</td>
<td>Bill</td>
<td>pool</td>
<td>Paul</td>
<td>will</td>
<td>well</td>
<td>sell</td>
<td>fall</td>
<td>pole</td>
<td>roll</td>
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<tr>
<td></td>
<td>Mable</td>
<td>style</td>
<td>pile</td>
<td>dial</td>
<td>hail</td>
<td>shell</td>
<td>small</td>
<td>shall</td>
<td>pail</td>
<td>wall</td>
<td>table</td>
<td>Al</td>
<td>rule</td>
<td>toll</td>
<td></td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "L" SOUND IN THE FINAL POSITION

1. Linda, let's play ball.
2. Lee, ring the bell.
3. The hall is cool.
4. Larry will help pull.
5. He fell down the hill.
6. Bill is tall.
7. That is a deep hole.
8. We saw a bull.
9. The farmer has a mule.
10. Sally's boots are in the hall.
11. You will need a large nail.
12. Paul will call Bill.
13. We know that girl.
THE "BL" BLEND (bl)

THE "DRIPPING" SOUND

Placement: To produce the "b" sound, the lips are together, blocking the air. The tongue tip is placed against the dental ridge for the "l" sound.

Pressure: Air pressure is directed to the oral cavity and the vocal cords are set into vibration.

Release: The air is released from the mouth and the air is directed over the sides of the tongue as the lips and tongue are released from their placement.

Homophones: pl, br, and pr

The "b" and "l" sounds are visible.

The "b" sound is voiced. The "l" sound is voiced and lateral.

The "b" and "l" sounds can be felt in the throat.

Suggestions: Call attention to feeling the "l" sound in the cheeks as well as in the throat.
WORD DRILL FOR THE "BL" BLEND:
INITIAL POSITION

black blue blue-jay bloodhound
blue bluebird black-eyed peas
block blister blindfold
bleed blood
blond blame blunder
blocks blackberries bled
black eye blinds blackbirds
blackbird blade bless
blackberry blank blimp
blackboard blowing blast
blanket blink blizzard
blew blown blundering
blouse bluebirds blundered

SENTENCES FOR THE "BL" BLEND:
INITIAL POSITION

black 1. It is black, not white.
blackbird 2. I see a blackbird.
blackboard 3. Write on the blackboard.
black eye 4. He has a black eye!
blanket 5. Bring in a blanket.
blast 6. It's time to blast off.
blew 7. The paper blew off the table.
blindfold 8. Put on the blindfold.
blister 9. I have a blister.
blocks 10. The baby has some blocks.
blow 11. Listen to the wind blow!
blue 12. Color the sky blue.
blackberry 13. We went blackberry picking.
blond 14. She has blond hair.
bluebird 15. We saw a bluebird.
WORD DRILL FOR THE "BL" BLEND IN THE MEDIAL POSITION

goblins tablet assembly snowblind tumbling cherry cobbler windblown mumbler coldblooded assemblies warmblooded gobbler blueblood mumbler emblem tumbler gambler published redblooded warbler counterblow publisher public rambling obligated establish published obligation publicity resemblance publishing oblivious probably

SENTENCES FOR THE "BL" BLEND IN THE MEDIAL POSITION

tablet 1. I will need a tablet.
tablets 2. He has three tablets.
assembly 3. We had a school assembly.
tumbling 4. He is tumbling.
gobbler 5. There's the turkey gobbler.
coldblooded 6. A snake is coldblooded.
cobbler 7. Mother made a cherry cobbler.
mumbling 8. He is mumbling his words.
blueblood 9. She said her dog is a blueblood.
emblems 10. Cars have emblems.
publicity 11. Movie stars seek publicity.
obligated 12. We are obligated to go.
windblown 13. Her hair is windblown.
publish 14. They publish the newspaper.
public 15. He likes to speak in public.
THE "KL" BLEND (kl)

THE "HEN" SOUND

Placement: The back of the tongue is elevated, contacting the soft palate. The tongue tip is placed against the dental ridge for the "l".

Pressure: Air pressure for the "k" sound is placed against the contact of the tongue and the roof of the mouth. Then the air pressure sets the vocal cords into vibration and travels to the sides of the tongue and the tongue tip.

Release: The air is released for the "k" sound; the vocal cords are set into vibration for the "l"; the air is released and travels over the sides of the tongue, producing the "kl."

Homophones: gl, kr, and gr

The sound of "k" is invisible, and the "l" is visible.

The sound of "k" is unvoiced; the "l" is voiced and lateral.

The "k" sound cannot be felt in the throat, but the sound of "l" can be felt in the throat.

Suggestions: Have a child imitate a hen; a frightened hen; a hen calling its young; a hen laying an egg.
WORD DRILL FOR THE "KL" BLEND:
INITIAL POSITION

clean  club  Clarabelle
clock  class  Clyde
cloud  claws  Clarence
clown  clothesline  Clifford
clap  cloudy  Cliff
climb  clapping  Claude
closet  clatter  clearing
clocks  classroom  clerk
cleaners  cleaned  click
clothespin  clothes  clip
clops  cliff  clay
close  closing  clue
cloths  cloth  claim
Clara  clumsy  clamp
clubhouse  clever  clang
cluck-cluck  clippers  classmate
cleaning  clear  cleaner
climbing  cloudburst  clams
closer  clear  clarinet

SENTENCES FOR THE "KL" BLEND:
INITIAL POSITION

class  1. We went to class.
classmate  2. Bobby is my classmate.
claws  3. A cat has claws.
clean  4. Clean your hands, young man.
clever  5. Daddy is clever.
climb  6. I like to climb.
collectors  7. You use clippers to cut hair.
closet  8. I have a clothes closet.
clown  9. We saw a clown at the circus.
clerk  10. Talk to the sales clerk.
clamp  11. Clamp it on your chair.
WORD DRILL FOR THE "KL" BLEND IN THE MEDIAL POSITION

anklets          encyclopedia          conclude
  golf club          underclothing          declaration
  raincloud          sprinkling          including
  tablecloth          sprinkler          outclassing
  dishcloth          second-class          conclusive
  sparkler          include          disclos
  washcloth          concluded          conclusion
  thundercloud      eclipse          decline
  bedclothes        foreclose          incline
  dustcloud          declare          proclaim
  underclothes      clickety-clack          proclamation
  o'clock          enclosure          recluse
  cyclone          outclass          inclination

SENTENCE DRILL FOR THE "KL" BLEND IN THE MEDIAL POSITION

golf club          1. Daddy has a golf club.
tablecloth          2. We need a tablecloth.
dishcloth          3. Where is the dishcloth?
washcloth          4. Hang up the washcloth.
o'clock          5. It is three o'clock.
sprinkler          6. Turn on the sprinkler.
conclude          7. Conclude means to end.
eclipse          8. There was an eclipse of the sun.
sparkler          9. Billy has a sparkler.
anklet          10. Is this your anklet?
oilcloth         11. The oilcloth is on the table.
include         12. Did you include all of the supplies?
recluse         13. The elderly man is a recluse.
underclothes     14. He needs a change of underclothes.
THE "GL" BLEND (q1)

THE "DRINKING SOUND"

Placement: The back of the tongue makes contact with the roof of the mouth. The tongue tip is pressed against the dental ridge.

Pressure: Air pressure sets the vocal cords into vibration. The air is momentarily blocked by the "g" sound contact. The air is released and then travels to the "l" contact.

Release: The "g" contact is released; the air stream travels to the "l" contact and is released over the sides of the tongue. As the air stream hits the tongue tip, the tongue tip travels down.

Homophones: kl, gr, and kr

The sound of "g" is invisible but "l" sound is visible.

The "g" sound is voiced; the "l" sound is a voiced lateral sound.

Both sounds can be felt in the throat.
## WORD DRILL FOR THE "GL" BLEND:
### INITIAL POSITION

<table>
<thead>
<tr>
<th>glad</th>
<th>glowing</th>
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</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
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</tr>
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<td>Glenn</td>
<td>Glenda</td>
<td>glamourous</td>
</tr>
<tr>
<td>glue</td>
<td>glider</td>
<td>gladiator</td>
</tr>
<tr>
<td>glove</td>
<td>glee club</td>
<td>glib</td>
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<td>glance</td>
<td>glare</td>
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<td>glory</td>
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<td>glow</td>
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<td>glamour</td>
<td>gladiolous</td>
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<tr>
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<td>glancing</td>
<td>gliding</td>
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<tr>
<td>Gloria</td>
<td>glorious</td>
<td>gliders</td>
</tr>
</tbody>
</table>

## SENTENCES FOR THE "GL" BLEND:
### INITIAL POSITION

1. We are glad.
2. Do not break the glass.
3. Gladys lost a glove.
4. Gloria is in Glenda's room.
5. I took a quick glance.
6. I will stack the glasses.
7. Grandpa wears glasses.
8. Stick it on with the glue.
9. We sat on the porch glider.
10. Sue has a glassful.
11. It will be a global air attack.
12. The hot coals are glowing.
13. He is glib in his speech.
14. He sings in the glee club.
**WORD DRILL FOR THE "GL" BLEND:**  
**MEDIAL POSITION**

<table>
<thead>
<tr>
<th>sunglasses</th>
<th>neglect</th>
<th>moonglow</th>
</tr>
</thead>
<tbody>
<tr>
<td>unglue</td>
<td>sunglow</td>
<td>Everglades</td>
</tr>
<tr>
<td>looking glass</td>
<td>burglary</td>
<td>negligee</td>
</tr>
<tr>
<td>Douglas</td>
<td>field glasses</td>
<td>weatherglass</td>
</tr>
<tr>
<td>drinking glass</td>
<td>Englishman</td>
<td>spyglass</td>
</tr>
<tr>
<td>eye glasses</td>
<td>hourglass</td>
<td>epiglotis</td>
</tr>
<tr>
<td>English</td>
<td>burglars</td>
<td>inglorious</td>
</tr>
<tr>
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<td>neglectful</td>
<td>agglomeration</td>
</tr>
<tr>
<td>aglow</td>
<td>afterglow</td>
<td>underglaze</td>
</tr>
<tr>
<td>unglowed</td>
<td>neglected</td>
<td></td>
</tr>
</tbody>
</table>

**SENTENCES FOR THE "GL" BLEND:**  
**MEDIAL POSITION**

1. unglued  
It came unglued.

2. looking glass  
Check yourself in the looking glass.

3. spyglass  
The pirates used a spyglass.

4. English  
We should try to use good English.

5. aglow  
The sunset was aglow with color.

6. field glasses  
My uncle has some field glasses.

7. neglect  
Do not neglect your work.

8. hourglass  
Turn the hourglass, please.

9. England  
We are studying about England.

10. negligee  
Mother wanted a new negligee.

11. epiglotis  
What is a function of the epiglotis?

12. moonglow  
The countryside was bright with moonglow.

13. burglar  
The burglar was put in jail.

14. afterglow  
The afterglow of the sun was bright.

15. Everglades  
We visited the Everglades in Florida.
THE "PL" BLEND (\textit{pl})

THE "CHICKEN" SOUND

Placement: To produce the "p," the lips are together, blocking the air stream. The "l" placement is made by placing the tongue tip against the dental ridge.

Pressure: Air pressure is needed in the oral cavity for the "p." The air pressure sets the vocal cords into vibration for the "l" sound and travels over the sides of the tongue.

Release: The lips are released from their closed position and the tongue moves to a neutral position, releasing air for the "pl" blend.

Homophones: bl, br, and pr

Both sounds are visible.

The sound of "p" is unvoiced while the "l" sound is voiced and lateral.

The "p" sound cannot be felt in the throat, but the "l" sound can be felt in the throat.

Suggestions: Have the child imitate a chicken eating corn, plucking as he finds a grain.
WORD DRILL: FOR THE "PL" BLEND:
INITIAL POSITION

<table>
<thead>
<tr>
<th>Plate</th>
<th>Plaything</th>
<th>Plowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play</td>
<td>Plow</td>
<td>Pleasure</td>
</tr>
<tr>
<td>Place</td>
<td>Platter</td>
<td>Planting</td>
</tr>
<tr>
<td>Plane</td>
<td>Plank</td>
<td>Plain</td>
</tr>
<tr>
<td>Playmate</td>
<td>Planet</td>
<td>Plum</td>
</tr>
<tr>
<td>Playing</td>
<td>Pleasing</td>
<td>Plug</td>
</tr>
<tr>
<td>Playhouse</td>
<td>Plentiful</td>
<td>Plot</td>
</tr>
<tr>
<td>Plates</td>
<td>Plaster</td>
<td>Planter</td>
</tr>
<tr>
<td>Please</td>
<td>Pledge</td>
<td>Plugged</td>
</tr>
<tr>
<td>Pliers</td>
<td>Plows</td>
<td>Plastering</td>
</tr>
<tr>
<td>Plenty</td>
<td>Plumber</td>
<td>Plural</td>
</tr>
<tr>
<td>Playthings</td>
<td>Plums</td>
<td>Plugging</td>
</tr>
<tr>
<td>Playground</td>
<td>Player</td>
<td>Planets</td>
</tr>
<tr>
<td>Playtime</td>
<td>Plastic</td>
<td>Pleasingly</td>
</tr>
<tr>
<td>Pluto</td>
<td>Plant</td>
<td>Plastered</td>
</tr>
</tbody>
</table>

SENTENCES FOR THE "PL" BLEND:
INITIAL POSITION

1. Do not lose your place.
2. There goes a plane.
3. Mother bought a new plate.
4. Let's go to the playhouse.
5. Tommy is my playmate.
6. We give the pledge to our flag.
7. Please come out to play.
8. Do you have plenty?
9. These are daddy's pliers.
10. The farmer has a new plow.
11. Put the plug in the boat.
12. We call our cat Pluto.
13. I have a plastic pool.
**WORD DRILL FOR THE "PL" BLEND IN THE MEDIAL POSITION**

<table>
<thead>
<tr>
<th>someplace</th>
<th>unpleasant</th>
</tr>
</thead>
<tbody>
<tr>
<td>anyplace</td>
<td>applause</td>
</tr>
<tr>
<td>everyplace</td>
<td>diploma</td>
</tr>
<tr>
<td>airplane</td>
<td>replace</td>
</tr>
<tr>
<td>no place</td>
<td>supply</td>
</tr>
<tr>
<td>snowplow</td>
<td>multiplication</td>
</tr>
<tr>
<td>fireplace</td>
<td>simply</td>
</tr>
<tr>
<td>unplug</td>
<td>completely</td>
</tr>
<tr>
<td>seaplane</td>
<td>employer</td>
</tr>
<tr>
<td>fireplug</td>
<td>commonplace</td>
</tr>
<tr>
<td>home plate</td>
<td>reply</td>
</tr>
<tr>
<td>hot plate</td>
<td>complain</td>
</tr>
<tr>
<td>birthplace</td>
<td>display</td>
</tr>
<tr>
<td>eggplant</td>
<td>complicated</td>
</tr>
<tr>
<td>multiply</td>
<td>unemployed</td>
</tr>
<tr>
<td>applaud</td>
<td>misplaced</td>
</tr>
<tr>
<td>complete</td>
<td>employment</td>
</tr>
<tr>
<td>sparkplug</td>
<td></td>
</tr>
</tbody>
</table>

**SENTENCES FOR THE "PL" BLEND IN THE MEDIAL POSITION**

<table>
<thead>
<tr>
<th>someplace</th>
<th>1. The ball is someplace.</th>
</tr>
</thead>
<tbody>
<tr>
<td>seaplane</td>
<td>2. We saw a seaplane.</td>
</tr>
<tr>
<td>horseplay</td>
<td>3. He said, &quot;Quit the horseplay.&quot;</td>
</tr>
<tr>
<td>airplane</td>
<td>4. Look at the airplane.</td>
</tr>
<tr>
<td>snowplow</td>
<td>5. The snowplow cleared the road.</td>
</tr>
<tr>
<td>unpleasant</td>
<td>6. The taste is unpleasant.</td>
</tr>
<tr>
<td>complete</td>
<td>7. Complete the report.</td>
</tr>
<tr>
<td>reply</td>
<td>8. Send a reply to the letter.</td>
</tr>
<tr>
<td>hot plate</td>
<td>9. At the cabin Mother cooks on a hot plate.</td>
</tr>
<tr>
<td>display</td>
<td>10. Put the new books on display.</td>
</tr>
<tr>
<td>applause</td>
<td>11. The actor received a big applause.</td>
</tr>
</tbody>
</table>
THE "FLUTTERY" SOUND

Placement: For the "f" sound, the lower lip is placed beneath the upper teeth. The tongue tip contacts the dental ridge for the "l" sound.

Pressure: As the lower lip is retained by the upper teeth, unvoiced air pressure is directed to this contact. The air stream for the "l" sound is voiced and travels to the tongue tip and the sides of the tongue.

Release: The air stream travels over the lower lip, and the lip is released. For the "l" sound, the voiced air stream is released over the tongue tip and the sides of the tongue. The tongue then travels down to its neutral position.

Homophones: fr

Both sounds are visible.

The "f" sound is unvoiced, and the "l" sound is a lateral voiced sound.

The "f" sound cannot be felt in the throat, but the "l" sound can be felt in the throat.
| flat       | flame   | flash  |
| floor     | floating | Florida |
| fly       | flags    | flee   |
| fleas     | flashlight | flow   |
| flower    | flood    | flour  |
| float     | Floyd    | fling  |
| flag      | flowerpot | flunk  |
| flies     | flowerbed | flip   |
| flew      | flowergarden | flashy |
| flowers   | flu      | flyer  |
| flying    | Florence | flute  |

**Sentences for the "fl" blend:**

**Initial position**

1. We have a flag.
2. Put out the flame.
3. We had a flat tire.
4. Flip it over.
5. The boat will float.
6. We went to Florida.
7. Smell the flower.
8. He has the flu.
9. My dog had fleas.
10. The bird flew away.
11. The birds fly south.
12. Most rivers flow south.
13. The canvas is flapping in the wind.
14. That soap is floating!
15. We will scrub the floor.
2. Look at the fireflies.

3. That is a common housefly.

4. What a big snowflake!

5. The tub began to overflow.

6. A horsefly is big.

7. The river is overflowing.

8. The papers are aflame.

9. You can see your reflection in that mirror.

10. We saw a dragonfly.

11. The plastic ball has been deflated.

12. That material is inflammable.

13. They had a flash flood.

14. A boxer has to have good reflexes.
THE "SLUSHY SNOW" SOUND

Placement: The teeth are almost together and the tongue tip is level with the bottom teeth. For the "l" sound, the tongue tip contacts the dental ridge.

Pressure: The air stream is directed to the tongue tip and through the central incisors. The air pressure is momentarily blocked by the tongue tip placement.

Release: The air stream is released through the central incisors. For the "l" sound, the air stream is voiced and released over the tongue tip and the sides of the tongue.

Homophones: sn and st

Both sounds are visible.

The sound of "s" is unvoiced while the sound of "l" is a lateral voiced sound.

The "s" sound cannot be felt in the throat, but the "l" sound can be felt in the throat.
WORD DRILL FOR THE "SL" BLEND:
INITIAL POSITION

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>slap</td>
<td>slam</td>
<td>slender</td>
</tr>
<tr>
<td>sled</td>
<td>slaw</td>
<td>slumber</td>
</tr>
<tr>
<td>sleep</td>
<td>sleds</td>
<td>slot</td>
</tr>
<tr>
<td>sleepy-head</td>
<td>sleigh</td>
<td>slowing</td>
</tr>
<tr>
<td>sleeping</td>
<td>slicing</td>
<td>sleeper</td>
</tr>
<tr>
<td>slept</td>
<td>slipped</td>
<td>slit</td>
</tr>
<tr>
<td>slide</td>
<td>slippery</td>
<td>slope</td>
</tr>
<tr>
<td>slip</td>
<td>slower</td>
<td>slump</td>
</tr>
<tr>
<td>slow</td>
<td>slacks</td>
<td>slang</td>
</tr>
<tr>
<td>sleet</td>
<td>slave</td>
<td>slips</td>
</tr>
<tr>
<td>sleeve</td>
<td>slices</td>
<td>slowest</td>
</tr>
<tr>
<td>slice</td>
<td>slides</td>
<td>slur</td>
</tr>
<tr>
<td>sliding</td>
<td>slipper</td>
<td>sly</td>
</tr>
<tr>
<td>slim</td>
<td>slowly</td>
<td>slots</td>
</tr>
<tr>
<td>slippers</td>
<td>slick</td>
<td>slant</td>
</tr>
<tr>
<td>sloppy</td>
<td>slipping</td>
<td>slate</td>
</tr>
</tbody>
</table>

(Note: Multiple-sclerosis is an example of the "skl" sound.)

SENTENCES FOR THE "SL" BLEND:
INITIAL POSITION

1. Do not slam the door.
2. Here is a small slate.
3. Tommy has a sled.
4. It was time to sleep.
5. The sleet turned to snow.
6. Do you want a slice of apple?
7. At the park is a big slide.
8. We bought daddy some house slippers.
9. The streets are slippery.
10. The clock is slow.
11. Do not do sloppy work.
12. I do not slump in a chair.
WORD DRILL FOR THE "SL" BLEND IN THE MEDIAL POSITION

asleep
undersleeves
bobsled
overslept
light sleeper
deep sleep
bobsleigh
snowslide
unsliced
oversleep
dogsled
landslide
backslap
sales slip
handslap
backsiding
coleslaw
oversleeping
manslaughter
unsling
enslave
enslaved
oilslick
aslan
enslavement
downslope

downslope

SENTENCE DRILL FOR THE "SL" BLEND IN THE MEDIAL POSITION

bobsled 1. We took a ride on a bobsled.
coleslaw 2. Mother made some coleslaw.
asleep 3. The baby is asleep.
oversleep 4. Do not oversleep.
light sleeper 5. Daddy is a very light sleeper.
unsliced 6. The bread was left unsliced.
landslide 7. He won by a landslide.
overslept 8. He has overslept.
dogsled 9. The Eskimo uses a dogsled.
sales slip 10. The clerk gave us the sales slip.
oilslick 11. The water was covered with an oilslick.
undersleeves 12. He was in his undersleeves.
snowslide 13. The snowslide covered the road.
manslaughter 14. He was held on a charge of manslaughter.
enslaved 15. The dictator had enslaved the people.
deep sleep 16. The baby is in a deep sleep.
THE "CLOTHES WASHING" SOUND

Placement: The teeth are almost together and the tongue is level for the "s" sound. For the "p" the lips are together. For the "l" sound, the tongue is placed against the dental ridge.

Pressure and Release: The unvoiced air stream travels over the tongue tip and through the central incisors, producing the "s" sound; then the lips come together. The lips block the unvoiced air stream and when the lips are parted, the released air produces the "p" sound. The tongue tip then travels upward to contact the dental ridge. The air stream is released over the sides and the tip of the tongue, thus completing the "spl" blend.

Homophones: spr

All three sounds are visible.

The "s" and "p" are unvoiced sounds while the "l" sound is voiced and lateral.

The "s" and "p" sounds cannot be felt in the throat, but the "l" sound can be felt in the throat and cheeks.
### Word Drill for the "SPL" Blend

<table>
<thead>
<tr>
<th>Word</th>
<th>Form</th>
<th>Form</th>
<th>Form</th>
<th>Form</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>splash</td>
<td>splattered</td>
<td>splitting</td>
<td>splashed</td>
<td>splattering</td>
<td>split</td>
</tr>
<tr>
<td>splashes</td>
<td>splendid</td>
<td>splinter</td>
<td>splashing</td>
<td>splendidly</td>
<td>splinters</td>
</tr>
<tr>
<td>splatter</td>
<td>splice</td>
<td>splicing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note: Hairsplitting and resplendent are examples of the "spl" sound in the medial position.)

### Sentences for the "SPL" Blend: Initial Position

1. Do not splash.
2. He made a big splash.
3. We splashed in the water.
4. Water splashed out of the tub.
5. The cars splattered mud on us.
6. We did splendid work.
7. Will you split the wood?
8. Sue had two splinters in her thumb.
9. He has to splice the two wires.
10. He is making a splint.
11. We did splendidly.
12. You had been splicing the electric cords.
13. Do not splatter the water.
14. Watch out for splinters!
15. The rope was spliced.
16. Splat went the toy duck in the water!
17. He gasped at the splendor of the scenery.
THE "DUCK" SOUND

Placement: For the "k" sound the back of the tongue contacts the soft palate. The lips are in a small, tense, puckered position for the "w" sound.

Pressure: The air is momentarily blocked by the back of the tongue with the soft palate. For the "w" sound the air stream sets the vocal cords into vibration and continues to the positioned lips.

Release: The back of the tongue releases the air and the "k" sound results. Afterwards, the air is voiced and travels to the positioned lips. The lips are released completing the "kw" blend.

Homophones: gw

The "k" sound is invisible and the "w" is visible.
The "k" sound is unvoiced; the "w" sound is voiced.
The "k" sound cannot be felt in the throat, but the "w" sound can be felt in the throat.

Suggestions: Have the child pretend to be a little duck that is lost.
WORD DRILL FOR THE "KW" BLEND IN THE INITIAL POSITION

<table>
<thead>
<tr>
<th>quarter</th>
<th>quarrel</th>
<th>questioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>queen</td>
<td>quarters</td>
<td>quilts</td>
</tr>
<tr>
<td>question</td>
<td>quarts</td>
<td>quitter</td>
</tr>
<tr>
<td>quick</td>
<td>questioning</td>
<td>quivered</td>
</tr>
<tr>
<td>quit</td>
<td>quicksand</td>
<td>quotes</td>
</tr>
<tr>
<td>quack</td>
<td>quilt</td>
<td>qualities</td>
</tr>
<tr>
<td>quart</td>
<td>quite</td>
<td>quantity</td>
</tr>
<tr>
<td>queen bee</td>
<td>quits</td>
<td>quarreling</td>
</tr>
<tr>
<td>questions</td>
<td>quiver</td>
<td>quivering</td>
</tr>
<tr>
<td>quicker</td>
<td>quote</td>
<td>quoted</td>
</tr>
<tr>
<td>quitting</td>
<td>quality</td>
<td>quivers</td>
</tr>
<tr>
<td>quacking</td>
<td>quarreled</td>
<td>questionnaire</td>
</tr>
</tbody>
</table>

EXERCISES FOR THE "KW" BLEND IN THE INITIAL POSITION

Tell the children to put up their hands when they hear a word with their sound. Tell the children that each one will have his turn. If the word does not have the sound, the children are to shake their heads "no."

Each time that they have a turn, they can take a piece of a puzzle to fit into the jigsaw puzzle.

(Mix the words as you say them.)

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>rack</td>
<td>quack</td>
</tr>
<tr>
<td>coat</td>
<td>quote</td>
</tr>
<tr>
<td>wilt</td>
<td>quilt</td>
</tr>
<tr>
<td>whacking</td>
<td>quacking</td>
</tr>
<tr>
<td>writ</td>
<td>quit</td>
</tr>
<tr>
<td>keen</td>
<td>queen</td>
</tr>
<tr>
<td>wean</td>
<td>queen</td>
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<tr>
<td>wilting</td>
<td>quilting</td>
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<tr>
<td>kick</td>
<td>quick</td>
</tr>
<tr>
<td>coats</td>
<td>quotes</td>
</tr>
<tr>
<td>wilted</td>
<td>quilted</td>
</tr>
<tr>
<td>right</td>
<td>quite</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "KW" BLEND: MEDIAL POSITION

Earthquake  Aquarium  Subsequently
Headquarters  Acquire  Equivalent
Equator  Equip  Exquisite
Liquid  Consequences  Requirements
Require  Adequate  Frequently
Banquet  Inadequate  Prerequisite
Acquaintance  Unquestionable  Acquit
Equipment  Aqua  Sequence
Unequal  Colloquial  Requital
Conquest  Inequality  Vanquish
Misquote  Tranquilizer  Equilateral
Request  Requires  Equilibrium

SENTENCE DRILL FOR THE "KW" BLEND: MEDIAL POSITION

1. On the coast, there was an earthquake.
2. We saw the new police headquarters.
3. We are studying about the equator.
4. Water is a common liquid.
5. How much time will it require?
6. They are at the annual banquet.
7. Tom is a school acquaintance of mine.
8. We need to replace the damaged equipment.
9. The weight distribution is unequal.
10. The news reporter was misquoted.
11. The immediate response was more than adequate.
12. His personal integrity is unquestionable.
13. The entire phrase is colloquial.
14. The brief break had a tranquilizing effect.
THE "TW" BLEND (tw)

The sound is visible.

THE "BIRD" SOUND

Placement: The teeth are parted, the tongue tip contacts
the dental ridge, and the lips are in a
protruded, round position.

Pressure: Air is directed to the tongue tip contact
and advances to the positioned lips.

Release: As the air strikes the point of contact with
the tongue tip and the dental ridge, the
tongue tip is released with an unvoiced sound.
The lips are released from the "whistle"
position and move outward to the sides as the
air sets the vocal cords into vibration.

Homophones: dw

The sound is visible.

The "t" is unvoiced and the "w" sound is voiced.

The "t" sound cannot be felt in the throat, but the "w"
sound can be felt in the throat.

Suggestions: Have the child pretend that he is a bird
chirping.
EXERCISES FOR THE "TW" BLEND

<table>
<thead>
<tr>
<th>twinkle</th>
<th>twenty-four</th>
<th>twists</th>
</tr>
</thead>
<tbody>
<tr>
<td>twist</td>
<td>twenty-five</td>
<td>twinkled</td>
</tr>
<tr>
<td>twice</td>
<td>twenty-six</td>
<td>twiddle</td>
</tr>
<tr>
<td>twin</td>
<td>twenty-seven</td>
<td>twiddling</td>
</tr>
<tr>
<td>twins</td>
<td>twenty-eight</td>
<td>twinkling</td>
</tr>
<tr>
<td>tweet</td>
<td>twenty-nine</td>
<td>twirling</td>
</tr>
<tr>
<td>twirl</td>
<td>twisting</td>
<td>twister</td>
</tr>
<tr>
<td>tweezers</td>
<td>twig</td>
<td>twirled</td>
</tr>
<tr>
<td>twenty</td>
<td>twigs</td>
<td>tweed</td>
</tr>
<tr>
<td>twenty-one</td>
<td>twinline</td>
<td>tweed</td>
</tr>
<tr>
<td>twenty-two</td>
<td>twinkles</td>
<td>twine</td>
</tr>
<tr>
<td>twenty-three</td>
<td>twisted</td>
<td>tweedy</td>
</tr>
</tbody>
</table>

(NOTE: Between, intertwine, atwist, and atwirl are examples of the "tw" sound in the medial position.)

SENTENCES FOR THE "TW" BLEND

tweed 1. Daddy has a tweed coat.

tweet 2. Birds tweet early in the morning.

twenty 3. There are twenty books.

twenty-one 4. He is twenty-one years old.

twice 5. I have seen that show twice.

twiddle 6. Can you twiddle your thumbs?

twig 7. Here is a twig from that tree.

twin 8. Susie has a twin sister.


twirler 10. My sister is a baton twirler.
	twist 11. Did you twist your ankle?

twister 12. Sometimes a tornado is called a twister.

twenty-nine 13. My daddy is twenty-nine years old.
tweezers 14. Mother needs the tweezers.
THE "ANGRY BEAR" SOUND

Placement: The tongue tip is behind the dental ridge but without contact with the oral cavity. The teeth are slightly parted, and the lips are in a tensed position.

Pressure: The air sets the vocal cords into action. The air stream is then directed to the tongue.

Release: The rigid tongue tip in its upward position moves back and then toward the dental ridge as the air passes over the tongue.

Homophones: None

The sound of "r" is partially visible.

The "r" sound is voiced.

The "r" sound can be felt in the throat.

Suggestions: Imitate an angry bear, fire engine, an airplane, ambulance, and/or a car starting slowly on a cold morning.
EXERCISES FOR THE "R" SOUND: INITIAL POSITION

Say the words to the child. Have him tell you, "Yes, the word has my sound," or "No, the word does not have my sound."

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>way</td>
<td>Ray</td>
</tr>
<tr>
<td>Wayne</td>
<td>rain</td>
</tr>
<tr>
<td>reed</td>
<td>weed</td>
</tr>
<tr>
<td>wed</td>
<td>red</td>
</tr>
<tr>
<td>wipe</td>
<td>ripe</td>
</tr>
<tr>
<td>wake</td>
<td>rake</td>
</tr>
<tr>
<td>rich</td>
<td>witch</td>
</tr>
<tr>
<td>wing</td>
<td>wring</td>
</tr>
<tr>
<td>wad</td>
<td>rod</td>
</tr>
<tr>
<td>ride</td>
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<tr>
<td>went</td>
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<tr>
<td>ways</td>
<td>raise</td>
</tr>
<tr>
<td>wag</td>
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<td>wick</td>
<td>Rick</td>
</tr>
<tr>
<td>run</td>
<td>won</td>
</tr>
<tr>
<td>ring</td>
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<tr>
<td>wave</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Ray</td>
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<td>woe</td>
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<td>wink</td>
<td>rink</td>
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<tr>
<td>weight</td>
<td>rate</td>
</tr>
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<td>run</td>
<td>one</td>
</tr>
<tr>
<td>richer</td>
<td>wringer</td>
</tr>
<tr>
<td>rags</td>
<td>wags</td>
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<tr>
<td>wings</td>
<td>rings</td>
</tr>
<tr>
<td>Wayne's</td>
<td>rains</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
WORD DRILL FOR THE "R" SOUND IN THE INITIAL POSITION

Ray
rope
run
red
Roy
Rick
row
rub
rag
rake
ripe
ride
ring
rain
right
rat
race
running
reach
ready
round
rainy
raincoat
rooister
rabbit
rocket
rice
river
ribbon
radio
wrong
Randy
Rocky
room
road
rise
Russell
Rosemary
Roland
Roger
Robert
Robert
Richard
Ruby
Raindrop
rattle
recess
rainbow
robin
Ricky
rose
roof
rug
rifle
write
wrap
ran
radish
reindeer
ruler
rang
rough
Rusty
Rover
rubber
Rudolph
roll
railroad
razor
ribs
rocker
wrote
wrapper
Rita
Ronnie
Rex
Rosie
rode
rink
rollers
rayon
wring
raids
root
rye
rinse
rock
rip
real
reader
roast
ranger
rouge
raise
rest
robber
raft
reason
Ruth
rush
wrist
wrench
raw
robe
rent
really
rich
raven
ruin
rdeo
report
rapid
rod
route
written
wriinger
wren
rot
rate
ramp
radishes
retire
rim
rhymes
rhinceros
rhythm
rude
radiator
rhyming
retired
ravish
revile
WORD DRILL FOR THE "R" SOUND IN THE MEDIAL POSITION

hurry          schoolroom          houserobe
arrow          directions          crossroads
railroad       story              Irene
bedroom        washroom          sunrise
zero           around             Carol
borrow         typewriter       boomerang
bedroom        mushroom          arose
gorilla        handwriting       Laura
carrot         hero              correct
bathroom       carried           surround
classroom      Henry            narrow
already        squirrel          arrange
morning        berries           Harry
bathrobe       Gloria           Karen

SENTENCE DRILL FOR THE "R" SOUND: MEDIAL POSITION

borrow  1. What did you borrow?
around  2. We went around the house.
sorry   3. I am sorry.
bedroom 4. This is my bedroom.
arro \ 5. I have a bow and arrow.
zero    6. Make a zero.
railroad 7. We saw the railroad.
classroom 8. Where is your classroom?
carry   9. Can you carry it?
story   10. Tell me a story.
typewriter 11. Mother has a typewriter.
hero    12. Our dog is a hero.
hurry  13. Do not hurry.
CONTINUATION OF THE SENTENCE DRILL FOR THE "R" SOUND: MEDIAL POSITION

tomorrow 14. Tomorrow we will go.
gorilla 15. At the zoo we saw a gorilla.
berries 16. We like berries.
boomerang 17. My brother has a boomerang.
Harold 18. Harold is Henry's playmate.
Gloria 19. Gloria is in my room.
carrots 20. Do you like carrots?
Larry 21. Larry is late.
squirrel 22. We saw a squirrel.
narrow 23. That is a narrow street.
Jerry 24. Jerry is in our room.
Carol 25. Did Carol come here?
barrel 26. We have a barrel of fun!
Gerald 27. His name is Gerald.
directions 28. Follow the directions.
arose 29. He arose early in the morning.
parrots 30. Some parrots talk.
bathroom 31. Your towel is in the bathroom.
arrive 32. When will the visitors arrive?
arrange 33. Arrange the blocks in rows.
crossroads 34. Meet me at the crossroads.
mushroom 35. We went mushroom hunting.
handwriting 36. Is your handwriting legible?
THE "BR" BLEND (br)

THE "BRUSHING" SOUND

Placement: The lips are together and the tongue tip is placed upward but not contacting the dental ridge. The tongue is in a rigid position.

Pressure: Air pressure sets the vocal cords into movement. There is air pressure against the tongue tip and lips.

Release: The lips are released from their closed position and the tongue tip travels downward until it is in a neutral position. When the lips and tongue tip are released, the "br" blend results.

Homophones: pr, bl, and pl

The sound of "b" is visible and the sound of "r" is invisible.

Both sounds are voiced.

Both sounds can be felt in the throat.

Suggestions: The child is able to see the "b" sound. With the use of a tongue blade, the correctionist should guide the tongue to its required position for the "r" sound. It is the responsibility of the individual correctionist to enable the child to see the sound, hear the sound, and to feel the sound in production.
WORD DRILL FOR THE "BR" BLEND IN THE INITIAL POSITION

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread</td>
<td>brat</td>
<td>breaking</td>
</tr>
<tr>
<td>broom</td>
<td>bricks</td>
<td>bragging</td>
</tr>
<tr>
<td>brother</td>
<td>brothers</td>
<td>brought</td>
</tr>
<tr>
<td>brown</td>
<td>breathe</td>
<td>brain</td>
</tr>
<tr>
<td>brick</td>
<td>brag</td>
<td>bronco</td>
</tr>
<tr>
<td>bring</td>
<td>brush</td>
<td>Bret</td>
</tr>
<tr>
<td>breakfast</td>
<td>brave</td>
<td>Brian</td>
</tr>
<tr>
<td>bridge</td>
<td>breaks</td>
<td>breezeway</td>
</tr>
<tr>
<td>bright</td>
<td>breath</td>
<td>bruised</td>
</tr>
<tr>
<td>break</td>
<td>broken</td>
<td>brow</td>
</tr>
<tr>
<td>Bruce</td>
<td>brighter</td>
<td>brass</td>
</tr>
<tr>
<td>broke</td>
<td>brags</td>
<td>breezy</td>
</tr>
<tr>
<td>branch</td>
<td>breeze</td>
<td>brotherly</td>
</tr>
<tr>
<td>Brenda</td>
<td>bragged</td>
<td>brands</td>
</tr>
</tbody>
</table>

SENTENCES FOR THE "BR" BLEND:
INITIAL POSITION

1. You should not brag.
2. My bike has brakes.
3. A branch fell from the tree.
4. This is the same brand as on TV.
5. They are branding the cows.
7. Breathe deeply.
8. You can see your breath on a cold day.
9. That is a house made of brick.
10. Bret has three brothers.
12. Bring the paint brush to me.
13. He brought me the brown coat.
14. Hold on to the brass railing.
WORD DRILL FOR THE "BR" BLEND IN THE MEDIAL POSITION

zebra          tollbridge          cobra
hairbrush      daybreak           embroidery
umbrella       drawbridge         embrace
toothbrush     librarian          vibrate
gingerbread    celebrate          vibration
paintbrush     algebra             sagebrush
cornbread      underbrush         lubricate
clothesbrush   handbrake          abreast
eyebrow        abbreviate          abrupt
cornbread      celebration         cerebral
cornbread      underbrush         housebroken
eyebrows       abroad              celebrity
eyears         housebroke          abruptness

SENTENCE DRILL FOR THE "BR" BLEND:
MEDIAL POSITION

hairbrush  1. I have a hairbrush.
cornbread  2. Mother baked some cornbread.
library    3. We are going to the library.
umbrella   4. Where is your umbrella?
zebra      5. At the zoo we saw a zebra.
daybreak   6. At daybreak the group started for the lake.
toothbrush 7. I bought a toothbrush.
cobra      8. That snake is a cobra.
librarian  9. Who is the librarian?
celebrate  10. Let's celebrate your birthday.
embroidery 11. The embroidery on the blouse is pretty.
algebra    12. My brother is studying algebra.
air brakes 13. That ranch truck has air brakes.
housebroken 14. That kitten has been housebroken.
The "kr" blend (kr)

THE "OVER THE BRIDGE" SOUND

Placement: The back of the tongue contacts the soft palate; the front of the tongue is rigid and up. There is no contact made by the tongue tip with the roof of the mouth. The lips are out and tense.

Pressure: The air pressure is momentarily blocked by the "k" sound placement. For the "r" sound, the air pressure sets the vocal cords into vibration.

Release: The back of the tongue breaks contact with the soft palate and the "k" sound is produced. Then the voiced air travels to the rigid tongue and tensed lips. The tongue and the lips are released to their neutral position and the "kr" blend occurs.

Homophones: gr

The "k" sound is invisible and the "r" sound is partially visible.

The "k" sound is unvoiced and the "r" sound is voiced.

The "k" sound cannot be felt in the throat, but the "r" sound can be felt in the throat.

Suggestions: Have the child pretend to be a car going over an old wooden bridge. Remind him that the boards are loose.
### SENTENCES FOR THE "KR" BLEND: INITIAL POSITION

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>crabfish</td>
<td>1. That is a crabfish.</td>
</tr>
<tr>
<td>crack</td>
<td>2. There is a crack in the wall.</td>
</tr>
<tr>
<td>crackers</td>
<td>3. He bought some crackers.</td>
</tr>
<tr>
<td>cradle</td>
<td>4. The baby has a cradle.</td>
</tr>
<tr>
<td>cranberries</td>
<td>5. On Thanksgiving Day we ate cranberries.</td>
</tr>
<tr>
<td>craters</td>
<td>6. The moon has craters.</td>
</tr>
<tr>
<td>crawling</td>
<td>7. The baby was crawling on the floor.</td>
</tr>
<tr>
<td>crayon</td>
<td>8. Here is a green crayon.</td>
</tr>
<tr>
<td>crickets</td>
<td>9. We could hear the crickets chirping.</td>
</tr>
<tr>
<td>cross</td>
<td>10. I will put a cross on it.</td>
</tr>
<tr>
<td>crying</td>
<td>11. The baby is crying.</td>
</tr>
<tr>
<td>creepy</td>
<td>12. That is a creepy sound.</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "KR" SOUND IN THE MEDIAL POSITION

secret democracy recreation
concrrib microphone sacrifice
saurkraut secretary acrobat
across increase recruit
scarecrow nutcracker incredible
aircraft decrease democratic
concrete recreate recruit
secrete

SENTENCE DRILL FOR THE "KR" SOUND: MEDIAL POSITION

secret 1. I have a secret.
concrete 2. That road is made of concrete.
secretary 3. I want to be a secretary.
across 4. Across the street is the store.
microphone 5. Talk into the microphone.
aircraft 6. Look at the aircraft factory.
scarecrow 7. A scarecrow says nothing!
democracy 8. We live in a democracy.
democratic 9. We believe in our democratic government.
recreation 10. It is recreation time.
recruit 11. Bobby is an army recruit.
acrobats 12. He can do as the acrobats do.
incredible 13. What you say is incredible.
increase 14. He wants an increase in salary.
sacrifice 15. Do not sacrifice quality for quantity.
recreate 16. Recreate the scene for us.
secrete 17. He secreted the money in a safe place.
THE "DR" BLEND (dr)

THE "WATER DRIPPING IN A PAN" SOUND

Placement: The tongue tip is placed against the dental ridge for the "d" sound. The lips are slightly puckered and tense for the "r" sound. The tongue is pulled upward and back in a rigid position for the "r" sound. There is no contact with the roof of the mouth.

Pressure and Release: The air sets the vocal cords into vibration. The air is momentarily blocked by the tongue for the "d" sound. The tongue tip is released from the dental ridge contact for the "d" sound. The "r" is produced as the tongue goes slightly backward. Then the tongue goes down to its neutral position. The tensed lips are released at the same time.

Homophones: tr

The "d" sound is visible, and the "r" sound is partially visible.

Both sounds are voiced.

Both sounds can be felt in the throat.
WORD DRILL FOR THE "DR" BLEND:
INITIAL POSITION

<table>
<thead>
<tr>
<th>dry</th>
<th>dressing</th>
<th>dreams</th>
</tr>
</thead>
<tbody>
<tr>
<td>drew</td>
<td>drugstore</td>
<td>dressed</td>
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<tr>
<td>draw</td>
<td>driver</td>
<td>drives</td>
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<td>drink</td>
<td>dreaming</td>
<td>dragonfly</td>
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<td>drum</td>
<td>drip</td>
<td>drapes</td>
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<tr>
<td>drop</td>
<td>drawing</td>
<td>drips</td>
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<td>dream</td>
<td>drinks</td>
<td>dropping</td>
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<td>dress</td>
<td>driving</td>
<td>drill</td>
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<tr>
<td>drive</td>
<td>dropped</td>
<td>dripped</td>
</tr>
<tr>
<td>drawer</td>
<td>dresser</td>
<td>drug</td>
</tr>
<tr>
<td>drinking</td>
<td>drummer</td>
<td>drugged</td>
</tr>
<tr>
<td>dragon</td>
<td>drying</td>
<td>drape</td>
</tr>
<tr>
<td>drumstick</td>
<td>dragging</td>
<td>drained</td>
</tr>
<tr>
<td>dreamland</td>
<td>drown</td>
<td>drawbridge</td>
</tr>
<tr>
<td>dried</td>
<td>drain</td>
<td>drawstring</td>
</tr>
</tbody>
</table>

SENTENCES FOR THE "DR" BLEND:
INITIAL POSITION

1. Don't drag it across the floor.
2. The story was about a dragon.
3. She drained the water from the sink.
4. The drapes are white.
5. Sue put the clothes in the drawers.
6. Sally has a green dress.
7. Sammy drew a picture.
8. The dishes have been dried.
9. They had a fire drill today.
10. Water is dripping into the sink.
11. We went for a drive in the country.
12. He is a good driver.
13. We will go to the drugstore.
14. He is a drummer in the band.
WORD DRILL FOR THE "DR" BLEND IN THE MEDIAL POSITION

<table>
<thead>
<tr>
<th>raindrop</th>
<th>grandchildren</th>
<th>withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>laundry</td>
<td>cathedral</td>
</tr>
<tr>
<td>screwdriver</td>
<td>daydream</td>
<td>hydromatic</td>
</tr>
<tr>
<td>undress</td>
<td>undressing</td>
<td>hydrogen</td>
</tr>
<tr>
<td>coughdrop</td>
<td>laundromat</td>
<td>eardrum</td>
</tr>
<tr>
<td>raindrops</td>
<td>hairdresser</td>
<td>stagedrop</td>
</tr>
<tr>
<td>gumdrop</td>
<td>Fredrick</td>
<td>redress</td>
</tr>
<tr>
<td>hundred</td>
<td>eyedropper</td>
<td>teardrops</td>
</tr>
<tr>
<td>Audrey</td>
<td>laundryman</td>
<td>headdresser</td>
</tr>
<tr>
<td>Mildred</td>
<td>snowdrift</td>
<td>withdrawal</td>
</tr>
<tr>
<td>Andrew</td>
<td>nosedrops</td>
<td>withdrawn</td>
</tr>
<tr>
<td>children</td>
<td>dandruff</td>
<td></td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE "DR" BLEND IN THE MEDIAL POSITION

Andrew 1. Andrew went to his home.
Audrey 2. Her name is Audrey.
Mildred 3. Where is Mildred?
coughdrop 4. Do you have a coughdrop?
raindrops 5. Listen to the raindrops.
hundred 6. I can count to one hundred.
address 7. What is your address?
screwdriver 8. Jimmy lost the screwdriver.
hairdresser 9. The hairdresser fixed Mother's hair.
undress 10. Undress for bed now.
laundry 11. We did the laundry.
laundromat 12. We went to the laundromat.
snowdrift 13. We were caught in the snowdrift.
daydreaming 14. He is daydreaming.
backdrop 15. The backdrop on stage was an outdoor scene.
THE "PR" BLEND (pr)

THE "BALL ROLLING DOWN THE STAIRS" SOUND

Placement: The lips are together. At the same time the
tongue tip is placed behind the teeth ridge.
There is no direct contact with the dental
ridge. The curved tongue is in a rigid position.

Pressure: The air pressure is directed against the
closed lips and over the rigid tongue.

Release: The air is released without voice as the lips
are parted for the "p." As the tongue moves to
its neutral position, the vocal cords are
vibrating and the tongue placement distorts
the normal air passage. This movement completes
the "pr" blend.

Homophones: br, pl, and bl

The sound of "p" is visible and the sound of "r" is
partially visible.

The sound of "p" is unvoiced; the sound of "r" is voiced.

The "p" sound cannot be felt in the throat, but the "r"
sound can be felt in the throat.

Suggestions: Have the child imitate a ball as it bounces
down each step.
WORD DRILL FOR THE "PR" SOUND IN THE MEDIAL POSITION

prayer                  prayer                  promote
prays                   prays                   pry
press                   press                   proper
problem                problem                program
promise                promise                profit
propeller              propeller              produce
pretending             pretending             prevention
projector              projector              preacher
price                   price                   preaches
problems               problems               probable
protect                protect               probability
priscilla              priscilla              pruning
progress               progress              projector
prove                  prove                  pruning
prepare                prepare                promise
prank                  prank                   profitable
pressure               pressure               production

SENTENCE DRILL FOR THE "PR" SOUND IN THE MEDIAL POSITION

practice 1. We practice good speech.
prank 2. That was a prank.
prayers 3. It's time to say your prayers.
prepare 4. We must prepare to leave.
press 5. Mother can press your clothes.
pretzels 6. We ate some pretzels.
prince 7. The prince found the princess.
prize 8. She won the prize.
program 9. Jimmy is watching a TV program.
protect 10. Gloves help protect your hands.
proud 11. We are proud of our school.
prunes 12. Do you want to eat some prunes?
pry 13. We could not pry it loose.
WORD DRILL FOR THE "PR" SOUND IN THE MEDIAL POSITION

fingerprints       waterproof       weatherproofing
surprised          improvement      improving
apricot            appreciate      lamprey
apron              interpret       deprive
depreciate         improbable      compression
lamprey            compreheend     blueprints
improve            approach        improvement
expression         appraise        blueprint
misprint           disprove        improbable
aprons             foolproof       underprivileged
surprising         represent       privileged
improper           reproduce       reproach
surprise           depression      culprits
soprano            interpretation  suppress
expression         appreciation    repress
approve            comprised       disapprove

SENTENCE DRILL FOR THE "PR" SOUND IN THE MEDIAL POSITION

footprints  1. Lola noticed the footprints.
improve    2. Improve on your work.
apron      3. Mother put on an apron.
apricots   4. Do you like apricots?
surprise   5. He had a big surprise.
fingerprints 6. Are those your dirty fingerprints?
interpretation 7. The teacher gave us her interpretation.
expression 8. You have a surprised expression.
improving 9. My work is improving.
surprised 10. It surprised me.
soprano 11. She is a soprano.
impression 12. You made a favorable impression.
representative 13. Who is your class representative?
THE "TAPPING THE DESK" SOUND

**Placement:** The tongue tip is placed against the dental ridge for the "t" sound. The lips are tense as well as the tongue for the "r" sound.

**Pressure and Release:** The air pressure is momentarily blocked by the tongue for the "t" sound. The tongue is released for the "t." The air stream then sets the vocal cords into vibration for the "r" sound. The tensed lips and the tongue are released, completing the "tr" blend.

**Homophones:** dr

- The "t" sound is visible and the "r" is partially visible.
- The "t" sound is unvoiced and the "r" sound is voiced.
- The "t" sound cannot be felt in the throat, but the "r" sound can be felt in the throat.
WORD DRILL FOR THE "TR" BLEND IN THE INITIAL POSITION

<table>
<thead>
<tr>
<th>tree</th>
<th>tricycle</th>
<th>tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>trace</td>
<td>trying</td>
</tr>
<tr>
<td>trouble</td>
<td>trade</td>
<td>traded</td>
</tr>
<tr>
<td>truck</td>
<td>tramp</td>
<td>trail</td>
</tr>
<tr>
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</tr>
<tr>
<td>try</td>
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</tr>
<tr>
<td>trash</td>
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<td>tremble</td>
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<td>trucker</td>
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<td>tricks</td>
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<td>track</td>
</tr>
<tr>
<td>trigger</td>
<td>trousers</td>
<td>trails</td>
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<tr>
<td>trip</td>
<td>trunks</td>
<td>trapper</td>
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<td>trucks</td>
<td>trust</td>
<td>travels</td>
</tr>
<tr>
<td>trunk</td>
<td>tried</td>
<td>trim</td>
</tr>
<tr>
<td>truth</td>
<td>tracks</td>
<td>traveler</td>
</tr>
<tr>
<td>treetop</td>
<td>tramps</td>
<td>tripping</td>
</tr>
</tbody>
</table>

SENTENCES FOR THE "TR" BLEND:
INITIAL POSITION

| trace   | 1. Trace the picture. |
| tracks  | 2. See the tracks in the snow. |
| trail   | 3. Let's walk on the Indian trail. |
| tramp   | 4. We call our dog Tramp. |
| train   | 5. We will go on a train. |
| trash   | 6. I help carry out the trash. |
| tray    | 7. This is a TV tray. |
| tricky  | 8. This is a tricky toy. |
| trimmed | 9. Daddy trimmed the trees. |
| tripped | 10. He tripped over the rug. |
| trouble | 11. We had tire trouble. |
| truth   | 12. Always tell the truth. |
| try     | 13. We will try to fix it. |
WORD DRILL FOR THE "TR" BLEND IN THE MEDIAL POSITION

country
ashtray
mousetrap
electric
patrol boy
Patricia
rattletrap
mattress
countryside
central
Gertrude
patrolman
attractive
ostrich
fortress
patrol girl

Patrick
subtract
control
patrol
poetry
pantry
Detroit
introduce
contrary
tantrum
entrance

protrude
contraption
concentrate
retrace
entrust
betray
detract
contribute
intrude
contradict
contract

SENTENCES FOR THE "TR" BLEND:
MEDIAL POSITION

electric 1. Turn on the electric light.
mousetrap 2. Where is the mousetrap?
country 3. We went to the country.
attractive 4. That dress is attractive.
control 5. Control your temper.
wintry 6. It was a wintry night.
entrance 7. Who is at the entrance?
poetry 8. We are reading poetry in class.
fortress 9. We built a snow fortress.
patrolman 10. He is a patrolman.
mattress 11. Put the sheet on the mattress.
ostrich 12. Have you ever seen an ostrich egg?
patrol 13. Tom is on safety patrol.
THE "FR" BLEND (fr)

THE "SNEEZING DOG" SOUND

Placement: The lower lip is placed beneath the upper teeth. The tongue is in a rigid position with the tongue tip directly behind the dental ridge. The tongue tip does not contact palate.

Pressure: Air is directed to the placement of the lower lip. For the "r" sound the vocal cords are set into movement.

Release: As the air passes over the lower lip, the "f" is produced. The air sets the vocal cords into vibration for the "r" sound. As the "r" is being produced, the tongue is released to a neutral position, completing the "fr" blend.

Homophones: fl

The sound of "f" is visible, and the "r" sound is partially visible.

The sound of "f" is unvoiced while the "r" sound is voiced.

The "f" sound cannot be felt in the throat, but the "r" sound can be felt in the throat.
WORD DRILL FOR THE "FR" BLEND IN THE INITIAL POSITION

frog
freckles
frontyard
friend
frown
fry
Frank
Fred
front
friends
freeze
frogs
frighten
free
Frankie
Friday

fired
fresh
frying
Freddie
fruit
fruitcake
friendly
freezing
froze
frog
frightens
frowning
freezer
frosty
Fraida
fresher

frozen
freezes
frisky
frowned
frog legs
Francis
Franklin
Frederick
frame
frontward
freedom
freight
frost
freight yard
frosting
frontwards

SENTENCE DRILL FOR THE "FR" BLEND IN THE INITIAL POSITION

Francis 1. Francis is in my room.
Frank 2. Frank is his brother.
Frankie 3. They call him Frankie.
freezer 4. Put the meat in the freezer.
freezes 5. Water freezes.
fresh 6. The fruit is fresh.
Friday 7. Fred will be here Friday.
fried 8. Mother fried an egg.
friendly 9. Our cat is friendly.
frog 10. A frog croaks.
front 11. Put the package in the front.
frosty 12. The windows are frosty.
frown 13. The bright sun made him frown.
WORD DRILL FOR THE "FR" BLEND IN THE MEDIAL POSITION

bullfrog  
grapefruit  
afraid  
bullfrogs  
grapefruits  
unafraid  
unfriendly  
leapfrog  
Alfred  

refrigerator  
befriend  
antifreeze  
Africa  
refreshments  
befriending  
waterfront  
Wilfred  
belfries  

confront  
African  
defroster  
refreshing  
affront  
defraud  
refrain  
ininfrequently  
befront

SENTENCE DRILL FOR THE "FR" BLEND IN THE MEDIAL POSITION

Alfred  1. Alfred is going to town.
afraid  2. He is not afraid.
bullfrogs  3. At night we could hear the bullfrogs.
unfriendly  4. That dog is very unfriendly.
refrigerator  5. Fred put the milk in the refrigerator.
leapfrog  6. We were playing leapfrog.
bullfrog  7. Frank has a little bullfrog.
refreshing  8. The air is very refreshing.
befriended  9. He befriended the stray cat.
defrosting  10. The refrigerator is defrosting.
antifreeze  11. In the winter a car needs antifreeze.
Africa  12. I will find Africa on this map.
African  13. There is a picture of an African village.
ininfrequently  14. We see you infrequently.
refreshments  15. Daddy bought us some refreshments.
confront  16. Did they confront you with the report?
THE "GROWLING" SOUND

Placement: The back of the tongue makes contact with the soft palate for the "g" sound. At the same time the tongue tip is directed to the dental ridge, and the body of the tongue is maintained in a rigid position.

Pressure: Air sets the vocal cords into vibration for the "g" and the "r" sounds.

Release: As the vocal cords are set into vibration, the air continues to the soft-palate and tongue contact; the contacts are released and the tongue begins to assume its neutral position.

Homophones: kr, gl, and kl

The "g" sound is invisible, but the "r" sound is partially visible.

Both sounds are voiced.

Both sounds can be felt in the throat.

Suggestions: Have the child pretend to be a dog snarling at a stranger.
WORD DRILL FOR THE "GR" BLEND IN THE INITIAL POSITION

grab  grapes  grass  green  ground  grow  grandmother  grandfather  grandchildren  grapefruit  grasshopper  gravy  groceries  grocery store  gray  grade  growl  grabs 
grouchy  growling  grape  greasy  Grace  growing  great  grassy  grown-up  growls  grease  grapevine  grown  greeted  greedy  grows  grin

greet  Gracie  grabbing  grip  grades  grand  grocer  grown  greeting  grumpy  group  grind  grinder  greased  gravel  grammar

SENTENCES FOR THE "GR" BLEND: INITIAL POSITION

grab  1. Do not grab.
Gracie  2. They call her Gracie.
grade  3. Tommy is in first grade.
grandmother  4. My grandmother is here.
grapes  5. Do you want some grapes?
grass  6. The cane grass is tall.
gray  7. The sky is gray.
greasy  8. His hands are greasy.
grinder  9. Mother has a coffee grinder.
growls  10. A bear growls.
green  11. The leaves are green.
grown  12. Dick has grown.
WORD DRILL FOR THE "GR" BLEND IN THE MEDIAL POSITION

pilgrim  cablegram  vagrant
program  congress  upgrade
give  evergreen  downgrade
angry  ungrateful  ingredient
hungry  background  degree
agreed  Negro  foreground
go  autograph  congregate
diagram  aggravate
engrossed  degrade
congruent  regression
integrate

SENTENCE DRILL FOR THE "GR" BLEND IN THE MEDIAL POSITION

pilgrims 1. We read about the pilgrims.
program 2. We will have a program.
angry 3. The little dog is angry.
hungry 4. Are you hungry?
phonograph 5. My sister has a phonograph.
telegram 6. He sent her a telegram.
agree 7. I agree with you.
evergreen 8. That tree is an evergreen.
progress 9. You are making good speech progress.
geography 10. She is studying geography.
playground 11. Let's play on the playground.
underground 12. The pipes are underground.
pedigreed 13. Our dog is pedigreed.
THE "STR" BLEND (str)

THE "JACK-IN-THE-BOX" SOUND

Placement: The teeth are almost together for the "s" sound. The tongue tip for the "t" sound is placed on the dental ridge. For the "r" sound, the lips and tongue are tensed.

Pressure and Release: The air stream is directed through the central incisors for the "s" sound. The tongue tip then goes up and contacts the dental ridge, momentarily blocking the air stream. The tongue tip contact is released for the "t" sound. The air for the "r" sound sets the vocal cords into vibration. The tensed lips and rigid tongue are released. The tongue travels forward and down.

Homophones: None

The "s" and "t" sounds are visible and the "r" sound is partially visible.

The "s" and "t" sounds are unvoiced while the "r" sound is voiced.

The "s" and "t" sounds cannot be felt in the throat, but the "r" sound can be felt in the throat.
### WORD DRILL FOR THE "STR" BLEND:
#### INITIAL POSITION

<table>
<thead>
<tr>
<th>straw</th>
<th>strawberry</th>
<th>strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>street</td>
<td>stretching</td>
<td>stringy</td>
</tr>
<tr>
<td>string</td>
<td>strap</td>
<td>stray</td>
</tr>
<tr>
<td>stranger</td>
<td>strange</td>
<td>strangest</td>
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<tr>
<td>straight</td>
<td>stripes</td>
<td>strain</td>
</tr>
<tr>
<td>strangers</td>
<td>struck</td>
<td>straggler</td>
</tr>
<tr>
<td>strawberries</td>
<td>stream</td>
<td>strict</td>
</tr>
<tr>
<td>stretch</td>
<td>strainer</td>
<td>stroll</td>
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<tr>
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<td>stretched</td>
<td>strip</td>
</tr>
<tr>
<td>streetcar</td>
<td>struggle</td>
<td>stricken</td>
</tr>
<tr>
<td>stroller</td>
<td>stretches</td>
<td>streamers</td>
</tr>
<tr>
<td>stringbeans</td>
<td>stringing</td>
<td>struggling</td>
</tr>
<tr>
<td>straighten</td>
<td>stripe</td>
<td>strays</td>
</tr>
<tr>
<td>straws</td>
<td>striking</td>
<td>stronger</td>
</tr>
</tbody>
</table>

### SENTENCES FOR THE "STR" BLEND:
#### INITIAL POSITION

1. Help straighten the room.
2. She fixed some strawberries for us.
3. Mother has a tea strainer.
4. He is a stranger to us.
5. We heard a strange noise.
6. Is this the strap for my books?
7. This is a stray cat.
8. The doctor has a stretcher.
9. I am stretching my legs.
10. The string broke.
11. Our flag has red, white, and blue stripes.
12. The baseball player struck out.
13. Daddy is strong.
14. We are stringing beads.
WORD DRILL FOR THE "STR" BLEND IN THE
MEDIAL POSITION

shoestring  downstream  destructive
extra  instructions  construct
destroy  highstrung  seamstress
unstrap  minstrel  demonstration
seamstress  instructor  astrology
sunstroke  bystreet  extrovert
destroyer  headstrong  counterstroke
eastrider  extra  obstruct
airstrip  extraordinary  demonstrate
upstream  demonstrate  astride

SENTENCE DRILL FOR THE "STR" BLEND:
MEDIAL POSITION

eyestrain  1. Bobby had eyestrain.
destroy  2. Do not destroy it.
upstream  3. We will go upstream.
downstream  4. You go downstream.
unstrap  5. Unstrap your camping pack.
instructions  6. Listen to the instructions.
airstrip  7. We saw the airstrip.
construct  8. What did you construct?
extra  9. This is extra.
shoestrings  10. Tie your shoestrings.
shoestring  11. My shoestring broke.
headstrong  12. The stubborn boy is headstrong.
seamstress  13. The seamstress made Mother a dress.
destructive  14. War is destructive.
astride  15. He was astride the white horse.
destroyer  16. The destroyer is in the bay.
THE "SKR" BLEND (skr)

THE "SCRUBBING" SOUND

Placement: For the "s" sound, the teeth are almost together and the tongue tip is level with the bottom teeth. To produce the "k" sound for the "skr" blend, the back of the tongue makes contact with the soft palate. The "r" sound is produced by placing the tongue tip up. There is no contact made by the tongue tip with the dental ridge or the roof of the mouth for the "r" sound.

Pressure and Release: For the "skr" blend, air pressure travels through the central incisors, producing the "s" sound. The back of the tongue then contacts the soft palate, momentarily blocking the air. The vocal cords do not go into motion; the air reaches the contact, the contact is released, producing the "k" sound. The air stream travels over the rigid tongue tip for the "r" sound. As the "r" is being produced, the vocal cords are put into vibration.

Homophones: None

The sound of "s" is visible, the sound of "k" is invisible, and the "r" sound is partially visible.

The sounds of "s" and "k" are unvoiced; the "r" is voiced.

The "r" sound of the "skr" blend can be felt in the throat.
WORD DRILL FOR THE "SKR" BLEND:
INITIAL POSITION

screen
scram
scrapbook
scratch
scribble
scrub
scream
screwdriver
scrap

scrambling
scribbles
scrubs
screamed
scrape
scraps
scratched
scrubbing
screens
scraper
scramble
scraping
scrapped
screaming
screen door
scraped
screens
screwdrivers
scrapbooks

SENTENCES FOR THE "SKR" BLEND:
INITIAL POSITION

1. We heard a scream.
2. Daddy repaired the screen.
3. The screen door is open.
4. Here is a screwdriver.
5. Mother will scramble some eggs.
6. Do you need a scrap of paper?
7. His sister has a scrapbook.
8. We will scrape the pots and pans.
9. He scraped the mud from his shoes.
10. Did you hear that scraping sound?
11. I will carry out the kitchen scraps.
12. He scribbled on his paper.
13. Scrub your hands, young man.
14. They scrubbed away the dirt.
15. The screaming aroused the neighbors.
16. Tom has a snow scraper.
17. Do you like scrambled eggs?
WORD DRILL FOR THE "SKR" BLEND:
MEDIAL POSITION

unscrew  describe  skyscraper
inscribe  prescription  screwdriver
transcribe  discretion  discriminate
descriptive  subscription  incriminate
describing  transcription  discriminating

SENTENCE DRILL FOR THE "SKR" BLEND
IN THE MEDIAL POSITION

unscrew  1. Will you unscrew the lid?
unscrewing  2. He is unscrewing the lid.
unscrewed  3. The lid has been unscrewed.
describe  4. Describe your pet to us.
postscript  5. The letter had a postscript.
prescription  6. The doctor gave a prescription.
described  7. He described the road conditions.
transcript  8. You will need an official transcript.
prescribe  9. What did the dentist prescribe?
inscription  10. There is an inscription on that building.
backscratcher  11. The backscratcher is in the bathroom.
skyscrapers  12. New York City is known for its skyscrapers.
subscribe  13. Do your parents subscribe to this magazine?
descriptive  14. Write a descriptive paragraph.
discriminate  15. Discriminate the differences between these sounds.
THE "SPRINGING" SOUND

Placement: The teeth are almost together and the tongue is level with the bottom teeth for the "s" sound. For the "p" sound the lips are placed together. To produce the "r" sound, the tongue is held in a firm position and the tip of the tongue is placed upward behind the teeth ridge.

Pressure and Release: The air stream passes through the central incisors. As soon as the "s" sound is produced, the lips close momentarily, blocking the air. The air is released by the lips and the "p" sound results. The vocal cords are set into motion for the "r" and the air stream travels over the tip of the tongue; the release completes the "spr" blend.

Homophones: spl

The "s" and "p" sounds are visible and the "r" sound is partially visible.

The "s" and "p" sounds are unvoiced while the "r" sound is voiced.

The "s" and "p" sounds cannot be felt in the throat, but the "r" sound can be felt in the throat.
WORD DRILL FOR THE "SPR" BLEND:
INITIAL POSITION

spray     sprinkling     sprout
spring    sprocket      springy
springtime sprinkler     spreader
sprinkle  sprinkles     sprouting
spread    Springfield  spry
spraying  spreading     sprouts
sprayer   sprung        spree
sprayed   sprained      spruce
springs   sprinkled     sprouted

SENTENCES FOR THE "SPR" BLEND:
INITIAL POSITION

sprained  1. He sprained his ankle.
spray     2. I will spray the roses.
sprayed   3. We sprayed water on the grass.
sprayer   4. Where is the sprayer for the hose?
spreader  5. We have a grass spreader.
spring    6. Spring is here.
sprinkle  7. It began to sprinkle.
sprocket  8. The sprocket on my bicycle is broken.
sprout    9. The vegetables began to sprout.
spruce    10. That is a spruce tree.
spry      11. He is a spry old man.
springtime 12. Springtime is a lovely season.
sprouts   13. The sprouts appeared early.
sprung    14. Water sprinkled from the hose.
springs   15. A couch has springs.
sprinkled 16. It is sprinkling outside.
WORD DRILL FOR THE "SPR" BLEND:
MEDIAL POSITION

bedspread   tablespread   truck springs
bedsprings  off-spring   expression
express     car springs   hairspring
handsprings expressed   expressive
wingspread   widespread   expressing

SENTENCES FOR THE "STR" BLEND:
MEDIAL POSITION

bedsprings  1. We bought new bedsprings.
handsprings 2. Sharon can do handsprings.
car springs 3. The car springs squeak.
bedspreads 4. We have three bedspreads.
express 5. Express yourself clearly.
expressed 6. Fred expressed himself well.
expression 7. Priscilla had a surprised expression.
widespread 8. The story is widespread.
wingspread 9. The eagle has a tremendous wingspread.
tablespread 10. Where is the tablespread?
express 11. The railway express is due.
expressive 12. Frank is extremely expressive with his gestures.
bedspread 13. Mother washed the bedspread.
off-spring 14. You are off-spring from your parents.
bedsprings 15. The bedsprings creak.
hairspring 16. The gun has hairspring action.
handspring 17. Do a handspring for me.
expressed 18. He expressed his regrets.
THE "WIND AROUND THE CORNER" SOUND

Placement: For the "sh" sound the grooved tongue tip is by the dental ridge behind the upper incisors. The lips are puckered for the "sh" blend. For the "r" sound, the lips are tense and the tongue is in a rigid position.

Pressure and Release: The air stream is released through the opening between the grooved tongue tip and dental ridge for the "sh" sound. The air stream then sets the vocal cords into vibration. The air stream is released as the rigid tongue travels back and then down. The lips are released at the same time.

Homophones: None

- The "sh" sound is visible while the "r" sound is partially visible.
- The "sh" sound is unvoiced and the "r" sound is voiced.
- The "sh" sound cannot be felt in the throat, but the "r" sound can be felt in the throat.
### Word Drill for the "SHR" Blend in the Initial Position

<table>
<thead>
<tr>
<th>Word</th>
<th>shrunken</th>
<th>shredded</th>
<th>shrill</th>
<th>shrubbery</th>
<th>shrubs</th>
<th>shrine</th>
<th>shrublike</th>
</tr>
</thead>
<tbody>
<tr>
<td>shrank</td>
<td>shrugs</td>
<td>shrinkage</td>
<td>shrinkable</td>
<td>shredder</td>
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<td>shrilling</td>
<td>shrivels</td>
<td>shrilling</td>
<td>shriveling</td>
</tr>
</tbody>
</table>

### Sentences for the "SRHR" Blend: Initial Position

1. It shrank.
2. Shred the carrots.
3. We saw a shrunken head.
4. We ate shredded wheat cereal.
5. A shrew is an animal.
6. We heard a shrieking sound.
7. He has a shrill voice.
8. We bought some shrimp.
9. That is a national shrine.
10. That sweater will shrink in hot water.
11. Allow for shrinkage.
12. That kind of apple shrivels quickly.
13. The shrubs need trimming.
14. He shrugged his shoulders.
15. The shrubbery looks beautiful.
16. The sweater shrunk.
THE "S" SOUND

THE "SNAKE" SOUND

Placement: The teeth are almost together and the tongue tip is almost level with the bottom teeth.

Pressure: The air stream is passed over the tongue.

Release: As the air stream passes over the tongue, it is released through the central incisors.

Homophones: z

The sound is visible.

The sound is unvoiced.

The "s" sound cannot be felt in the throat.

Suggestions: Imitate the sounds of the following: snake, tea kettle, leaking radiator, and flat tire. Have the child swallow, keeping the tongue in place, and imitate the therapist's "s" production.
EXERCISES FOR THE "S" SOUND:
INITIAL POSITION

1. Tell the child to draw a circle around the words with the "s" sound. Explain to him the difference between the "s" sound and the "sh" sound.

2. Have the child repeat the words after you. When he comes to a word with the "s" sound, allow him to write the letter "s" on a sheet of paper.

- tank
- beam
- high
- shore
- sink
- Faye
- thine
- fed
- hail
- tight
- free
- tame
- Schick
- tore
- chat
- Ted
- cheat

- Hank
- seem
- thigh
- sore
- wink
- they
- sign
- head
- fail
- fight
- see
- same
- sick
- four
- sat
- said
- heat

- sank
- team
- sigh
- Thor
- think
- say
- fine
- said
- sail
- sight
- three
- shame
- hick
- sore
- fat
- shed
- seat

- saw
- chick
- fought
- thee
- sat
- hum
- so
- shell
- sheet
- Fred
- seem
- tie
- she
- toe
- send
- shoe

- thaw
- tick
- sought
- tea
- that
- some
- foe
- fell
- seat
- sound
- thread
- team
- shy
- see
- sew
- fend
- Sue

- chaw
- sick
- thought
- see
- fat
- thumb
- though
- sell
- feet
- found
- said
- theme
- sigh
- fee
- show
- tend
- too
WORDDRILL FOR THE "S" SOUND IN THE INITIAL POSITION

say
see
so
Sue
sack
saw
side
soap
sun
sad
sick
soup
supper
sew
seat
saddle
salt
sing
soon
sit
silly
sidewalk
Santa
soapy
said
same
says
sore
sound
sandals
cereal
cellar
safe
sinking
sold
subway
sunburn
sunlight
sunny
suntan
sunlotion
sunlamp
sundown
Cynthia
Sammy
seesaw
secret
sewing
sand
sink
sour
suit
Sally
saucer
sorry
Sam
sang
Sambo
song
summer
someone
second
salty
someday
suppertime
sideways
circle
sandwich
suitcase
cigar
sailboat
sandy
Saturday
Cindy
Suzanne
silk
seal
cement
soupy
sawdust
sandpile
circus
sudsy
submarine
soapdish
size
sign
Susie
gi
CONTINUATION OF WORD DRILL FOR THE "S" SOUND IN THE INITIAL POSITION

sauce  surface  sixty-six
scenery  satin  sixty-seven
sense  senior  sixty-eight
several  city  sixty-nine
seeds  sip  seventy
suddenly  suds  seventy-one
soda  sent  seventy-two
such  sideswipe  seventy-three
sail  summertime  seventy-four
sailing  sixty  seventy-five
sigh  sixty-one  seventy-six
settle  sixty-two  seventy-seven
south  sixty-three  seventy-eight
season  sixty-four  seventy-nine
September  sixty-five

EXERCISES FOR THE "S" SOUND: INITIAL POSITION

Tell the child, "Let's play a game with fun words having the "s" sound. Fun words sound alike: tea and see sound alike—they are fun words. Toe and go sound alike, and they are fun words. Remember the fun word you say must have your sound, the "s" sound." (Go slowly and as always encourage effort as well as good work.) Before each word say, "The word is _____. What is a fun word with the "s" sound?"

bee  ring  toe  thank
no  hit  too  thigh
back  Billy  paddle  that
hide  hand  tail  shoe
bun  wink  tea  show
had  hour  weed  right
tick  ham  meat  run
loop  rang  shine  chip
hoe  wrong  pat  rack
hum  found  ride  me
beat  honey  moon  hope
SENTENCE DRILL FOR THE "S" SOUND:
INITIAL POSITION

1. Sue is in my room.
2. My mother can sew.
3. What did you say?
4. I see one.
5. Sam is here.
6. Will you carry the sack?
7. I have some paper.
8. He is sad.
9. Tommy is playing in the sand.
10. Can you sing?
11. Daddy has a saw.
12. Here is your seat.
13. They are out of sight.
14. Will wood sink?
15. You will need some soap.
16. I am working on the "s" sound.
17. The milk is sour.
18. Daddy has a new suit.
19. We will go on Sunday.
20. Tomorrow is Saturday.
21. We like summer.
22. Do you want a soda?
23. Sammy has some new sandals.
WORD DRILL FOR THE "S" SOUND IN THE MEDIAL POSITION

1. Nancy is in our room.
2. Bessie knows Nancy.
3. Nancy's dog is called Lassie.
4. Susie is on the seesaw.
5. Sometimes I am messy.
6. Patsy needs a pencil.
7. We had our speech lesson.
WORD DRILL FOR THE "S" SOUND IN THE FINAL POSITION

yes             prince             lace
face             class             place
bus              house             chance
mouse            this              chase
horse            twice             address
grass            cross             excuse
boss             recess            exercise
miss             fuss              rinse
mice             besides           worse
mess             guess             Doris
kiss             please            Lois
rice             careless          Amos
prince           class             Texas
place            house             price
tissue            this              across
twice            twice             release
brush            brush             base
content         everyplace         brass
brass            glance            glitter
notice            useless
brace            mess              rice
useless            guess
mess              guess
besides            fuss
worse            worse
Doris            Lois
Amos             Lewis
Francis          Francis
ice              once             Francis
circus           Russ             Francis
bounce          blouse           dance
goose            Goose            dance
dress            dress            dance
juice            juice            dance
fence            fence            dance
police           police           dance
nurse            nurse            dance
us               us               dance
gas              gas               across
lettuce            lettuce
pass             pass             across
tennis            tennis
Bess             Bess             tennis
dennis          Dennis            tennis
Grace            Grace            tennis
horse           horse            tennis
princess         princess         tennis
suitcase         suitcase         tennis
once             once             tennis
Russ             Russ             tennis
dance            dance
notice           notice
brace            brace
Texas            Texas
russ             Russ             Texas
grace            grace            Texas
once             once             Texas
Russ             Russ             Texas
dance            dance
notice           notice
brace            brace
Texas            Texas

SENTENCE DRILL FOR THE "S" SOUND:
FINAL POSITION

class             1. He is in my class.
yes               2. Yes, I know him.
bounce            3. A ball will bounce.
circus            4. We went to the circus.
horse            5. Sally rode a horse.
CONTINUATION OF SENTENCE DRILL FOR THE "S" SOUND IN THE FINAL POSITION

6. Where do we cross?
7. Please clean your face.
8. Let's go into the house.
9. We rode the bus.
10. Sammy has six white mice.
11. We ate some rice.
12. Sue is afraid of a mouse.
13. Daddy will cut the grass.
14. The boys had a race.
15. Dennis is busy.
16. I am not careless.
17. Daddy painted the fence.
18. Lois is his sister.
19. Amos likes to tease.
20. Excuse me, please.
21. Press this suit, Grace.
22. He slid on the ice.
23. It's time for recess.
24. Please pass that plate to me.
25. Lewis works in an office.
26. Exercise is good for us.
27. Pronounce the word.
28. Rinse the dishes.
THE "QUICK STOPPING" SOUND

Placement: The teeth are almost together and the tongue is level with the bottom teeth. After producing the "s" sound, the tongue tip goes down and the back of the tongue contacts the soft palate.

Pressure: The air stream is directed to the tongue tip and the central incisors. For the "k" the air is momentarily blocked by the tongue placement.

Release: For the "s" sound, the air stream is released over the tongue tip and through the central incisors. The "k" sound results when the momentarily checked air pressure is released by the back of the tongue breaking contact with the soft palate.

Homophones: None

The sound of "s" is visible, but the sound of "k" is invisible.

Both sounds are unvoiced.

Neither sound can be felt in the throat.
WORD DRILL FOR THE "SK" BLEND;
INITIAL POSITION

<table>
<thead>
<tr>
<th>Word</th>
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<td>scar</td>
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<td>scoot</td>
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<td>skyscraper</td>
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<td>scout</td>
<td>skirts</td>
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<td>Scottie</td>
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<td>skips</td>
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<td>schoolbooks</td>
<td>skull</td>
<td>scathing</td>
</tr>
</tbody>
</table>

SENTENCES FOR THE "SK" BLEND:
INITIAL POSITION

1. I like to skate.
2. Skippy has some skates.
3. Did you scare that girl?
4. Sue has six silk scarves.
5. I do not scatter toys in the house.
6. The car skidded on the ice.
7. He is the skipper of the ship.
8. Sally has seven skirts.
9. Did you scold the dog?
10. These are his schoolbooks.
11. Susie is one of my schoolmates.
WORD DRILL FOR THE "SK" SOUND:
MEDIAL POSITION

cub scout    | mosquito
hopscoth    | rollerskate
cheap-skate  | ice skates
alaska      | boy scout
water skiing| girl scout
teleoscope  | telescope
bearskin    | high school
outskirts   | grade school
butterscotch| basket

SENTENCE DRILL FOR THE "SK" SOUND:
MEDIAL POSITION

1. Where is the other rollerskate?
2. I have some ice skates.
3. My brother is a Boy Scout.
4. Some parts of Alaska are quite cold.
5. We saw the moon through a telescope.
6. Benny is a Cub Scout.
7. Susan is a Girl Scout.
8. Jack goes to high school.
9. Where is the grade school?
10. She had a butterscotch sundae.
11. They are landscaping their lawn.
12. He lives in the outskirts.
13. They have a bearskin rug.
14. They enjoy water skiing.
15. He is a husky football player.
16. In the tropics, mosquito netting is necessary.
WORD DRILL FOR THE "SK" BLEND IN THE FINAL POSITION

mask  risk  husk
ask  bask  frisk
mask  brisk  disc
task  tusk  musk
unmask  whisk  flask
cask

SENTENCE DRILL FOR THE "SK" BLEND IN THE FINAL POSITION

mask  1. Are you going to wear a mask?
mask  2. I will wear a mask to the Halloween party.
ask  3. Did you ask a question?
ask  4. Let me ask him.
desk  5. Sit at your desk.
desk  6. I have my books in my desk.
unmask  7. It is time to unmask.
risk  8. Do not take the risk of being late.
bask  9. We like to bask in the sunshine.
brisk 10. He enjoys a brisk morning walk.
tusk 11. Did you see the elephant tusk?
whisk 12. I need a whisk broom.
disc 13. He slipped a disc in his back.
husk 14. Throw away the corn husk.
cask 15. The ancient cask is in the tomb.
musk 16. Is perfume made from musk?
frisk 17. Frisk means to search.
THE "SM" BLEND (sm)

THE "SPINNING" SOUND

Placement: The teeth are almost together and the tongue tip is level with the bottom teeth. For the "m" sound the lips go together.

Pressure: The air stream is directed over the tongue tip and through the central incisors. For the "m" sound, the voiced air pressure is directed to the oral and nasal cavities and is momentarily blocked by the lips.

Release: The air is released through the central incisors for the "s" sound. Air is released through the oral cavity and resonated for the "m" sound as the lips are parted.

Homophones: sp

Both sounds are visible.

The sound of "s" is unvoiced and the sound of "m" is voiced and nasal.

The "s" sound cannot be felt in the throat, but the "m" sound can be felt in the throat.
WORD DRILL FOR THE "SM" BLEND:
INITIAL POSITION

small  smells  smooth
smart  smiling  smallest
smell  smoking  smolhst
smoke  smacking  smashing
smile  smaller  smiles
smack  smashed  smokestack
smash  smartest  smallpox
smear  smallest  smashes
smelling  smartest  spaces
smokey  smelling  smarter
smarter  smiled  smirkier
smacked  Smith  smart

SENTENCES FOR THE "SM" BLEND:
INITIAL POSITION

smack  1. Try not to smack your lips.
smacking  2. What was that smacking sound?
small  3. That is small.
smallest  4. Jackie is the smallest boy in our room.
smart  5. To act smart is to show-off.
smashed  6. That toy is smashed.
smear  7. I will try not to smear it.
smell  8. That is a nice smell.
smells  9. The pie smells good.
smile  10. You have a nice smile.
smiled  11. She smiled at me.
Smith  12. Smith is a common name.
Smitty  13. We call him Smitty!
smooth  14. The ice is as smooth as glass.
smoothed  15. She smoothed her hair into place.
The fox will outsmart the hunter.

We do not have so many gunsmiths today.

The blacksmith shoed the horse.

Mr. Smith visited the old blacksmith's shop.

There were many silversmiths in the Colonial Days.

WORD DRILL FOR THE "SM" BLEND:
MEDIAL POSITION

outsmart  1. The fox will outsmart the hunter.
outsmart  2. Do not try to outsmart your parents.
gunsmoke 3. When the gunsmoke cleared, the man was gone.
blacksmith 4. In the old days, a blacksmith was needed in every village.
silversmith 5. Paul Revere was a silversmith.
goldsmith  6. What did the goldsmith do?
outsmarting 7. The cat was outsmarting the dog.
outsmarts  8. It outsmarts him every time.
gunsmoke  9. The Old West was known for its guns and gunsmoke.
gunsmith 10. The gunsmith was a popular man in the Old West.
gunsmiths 11. We do not have so many gunsmiths today.
blacksmith 12. The blacksmith shoed the horse.
outsmarted 13. He was outsmarted in the game.
blacksmith's 14. Mr. Smith visited the old blacksmith's shop.
silversmiths 15. There were many silversmiths in the Colonial Days.
THE "SN" BLEND (sn)

THE "AWFUL SMELL" SOUND

**Placement:** The teeth are almost together and the tongue tip is level with the bottom teeth for the "s" sound. For the placement of the "n" sound, the tongue tip makes contact with the dental ridge.

**Pressure:** The air is released through the central incisors for the "s" sound. Then the air is distorted by the tongue contact with the dental ridge and directed to the nasal cavity.

**Release:** The tongue comes down to its neutral position as the air passes through the nasal and oral cavities, completing the "sn" blend.

**Homophones:** st and sl

Both sounds are visible.

The "s" sound is unvoiced while the "n" is voiced and nasal.

The "s" sound cannot be felt in the throat, but the "n" sound can be felt in the throat.
WORD DRILL FOR THE "SN" SOUND IN THE INITIAL POSITION

sneeze, snow, snake, snap, snowsuit, snowball, snowman, snowfight, snakes, sneezing

Snow White, snowplow, snowfort, snowflake, snowing, snowstorm, snowshoes, snowballs, sneak, snapshot

sneezed, sneaky, snuff, snowy, snowed, snapshots, snowshovel, snack, snapped, snails

SENTENCE DRILL FOR THE "SN" SOUND IN THE INITIAL POSITION

sneeze 1. I had to sneeze.
snow 2. Look at it snow.
snake 3. We saw a snake.
snap 4. Can you make your fingers snap?
snowsuit 5. The little girl has a snowsuit.
snowman 6. The boys made a snowman.
snowballs 7. Some of them made snowballs.
snowfight 8. They had a snowfight.
snowfort 9. We built a snowfort.
snowing 10. It was snowing.
snowstorm 11. We were in a snowstorm.
snowshovel 12. Father has a snowshovel.
snack 13. We had a TV snack.
snail 14. It is as slow as a snail.
Snow White 15. We read the story about Snow White.
snapped 16. He snapped his fingers.
WORD DRILL FOR THE "SN" BLEND IN MEDIAL POSITION

unsnap  rattlesnake  rattlesnakes
gingersnap  blacksnake  ensnare
unsnapped  greensnake  ensnared
gingersnaps  diamond snake  glass snake
diames  unsnarl
ensnare

SENTENCE DRILL FOR THE "SN" SOUND

unsnap  1. Will you unsnap this, please?
gingersnap  2. Have a gingersnap.
unsnapped  3. She unsnapped her purse.
gingersnaps  4. I like gingersnaps.
rattlesnake  5. We were reading about the rattlesnake.
greensnake  6. We saw a greensnake in the garden.
diamond snake  7. Did you see the diamond snake?
rattlesnakes  8. Many rattlesnakes can be found in the Southwest.
enware  9. The animal was ensnared in the trap.
blacksnakes  10. Have you studied blacksnakes?
glass snake  11. We saw a glass snake today.
unsnarl  12. Will you unsnarl the yarn?
unsnapping  13. He was unsnapping the brief case.
gingersnap  14. Do you have any gingersnap cookies?
ensnared  15. The dog was ensnared in the rabbit trap.
resnap  16. Resnap this, please.
blacksnake  17. The blacksnake was used in science class.
THE "CALLING YOUR ATTENTION" SOUND

Placement: For the placement of the "s" sound, the teeth are almost together and the tongue tip is level with the bottom teeth. In positioning for the "p" production, the lips are together with the tongue in its normal position.

Pressure: The air pressure for the "s" sound is directed over the tongue tip to the central incisors. Air pressure for the "p" sound is forced against the closed lips.

Release: The air is released through the central incisors, producing the "s" sound. The lips come together and the air stream is momentarily blocked. The lips are parted, releasing the air from the lips, and the "sp" blend results.

Homophones: sm

Both sounds are visible.
Both sounds are unvoiced.
Neither sound can be felt in the throat.
WORD DRILL FOR THE "SP" SOUND IN THE INITIAL POSITION

speak, spoil, spotted
speech, pool, sparkler
spell, spoons, sparks
spider, spots, speaker
spill, spying, spells
spin, space, spilt
spooky, spark, spinned
spoon, speaking, spoke
spot, spears, spaces
spurs, speed, spare
spy, speller, spade
sparkle, spent, sparklers
spear, spies, specks
spelling, spike, spokes
spend, spills, spaced
spiders, spinning, sparkled
spilling, spoiled, sparkling
spinach, spook, speck
spaghetti, sponge, speedometer
spank, spoonful, spunky
spoon, spotlight, spices

SENTENCES FOR THE "SP" SOUND:
INITIAL POSITION

spaces 1. Use two spaces to print your name.
spade 2. Daddy will spade the garden.
sparkled 3. The snow sparkled.
sparks 4. Sparks flew from the fire.
spent 5. I spent thirty cents for lunch.
spider 6. We saw a little spider.
spinach 7. Mother cooked some spinach.
spooky 8. That was a spooky show.
spokes 9. The bicycle spokes are bent.
spurs 10. The cowboy wears spurs.
### Word Drill: For the "SP" Sound in Medial and Final Positions

<table>
<thead>
<tr>
<th>tablespoon</th>
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<th>wasp</th>
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### Sentences for the "SP" Sound: Medial and Final Positions

1. Sue will need a teaspoon.
2. Where are the tablespoons?
3. We whispered the secret.
4. We expect rain.
5. We respect our teachers.
6. We saw a suspension bridge.
7. Some people inspire others that they meet.
8. In retrospective thinking, it is easy to be critical.
9. One should strive to develop a balanced perspective of life.
10. He is a news correspondent.
11. There is a wasp.
12. An asp is a snake.
13. The crackers are crisp.
14. He had to gasp for air.
THE "ST" BLEND (st)

Placement: The teeth are almost together and the tongue tip is level with the bottom teeth. For the "t" sound, the tongue tip makes contact with the ridge.

Pressure: The air stream is directed over the tongue tip and through the central incisors. Then the air is momentarily blocked by the placement of the tongue for the "t" sound.

Release: For the "s" sound the air stream is released through the central incisors. For the "t" sound the air is released over the tongue tip as the tongue goes forward and down.

Homophones: al and sn
Both sounds are visible.
Both sounds are unvoiced.
Neither sound can be felt in the throat.

THE "GRANDFATHER CLOCK" SOUND
**WORD DRILL FOR THE "ST" BLEND:**
*INITIAL POSITION*

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<td>steer</td>
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<tr>
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<td>state</td>
<td>stall</td>
</tr>
</tbody>
</table>

**SENTENCES FOR THE "ST" BLEND:**
*INITIAL POSITION*

1. I will help stack the dishes.
2. That bread is stale.
3. Put a stamp on the letter.
4. It is time to start.
5. Mary stayed in her room.
6. Mother cooked the steak.
7. That tank is made of steel.
8. We took three giant steps.
9. I will stir the stew.
10. He said, "Be still."
WORD DRILL FOR THE "ST" SOUND IN THE MEDIAL POSITION

rooster  windstorm  plaster
sister  footstool  master
footsteps  broomstick  homestead
bookstore  smokestack  half-step
yardstick  blister  backstage
thunderstorm  upstairs  bystander
understand  understood  interstate
downstairs  oysters  upstage
haystack  sidestep  downstage
drumstick  cornstalk  withstand
deanstalk  instead  backstop
drugstore  understanding  mastering
doorstep  beefsteak  instep
rainstorm  headstand  withstood
candlestick  birthstone  installation
snowstorm  bookstand  restate

SENTENCE DRILL FOR THE "ST" SOUND: MEDIAL POSITION

bookstore  1. We went to a bookstore.
haystack  2. There is a haystack.
doorstep  3. The milk is on the doorstep.
understand  4. I understand.
upstairs  5. We went upstairs.
headstand  6. Billy can do a headstand.
instead  7. Work instead of play.
rainstorm  8. We had a bad rainstorm.
understood  9. We understood the lesson.
downstairs  10. Let’s go downstairs.
bookstand  11. Put it on the bookstand.
backstage  12. We met the actors backstage.
drugstore  13. Will you go to the drugstore?
### WORD DRILL FOR THE "ST" SOUND IN THE FINAL POSITION

<table>
<thead>
<tr>
<th>lost</th>
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<th>post</th>
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<tbody>
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<td>wrist</td>
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<td>first</td>
<td>test</td>
<td>August</td>
</tr>
<tr>
<td>taste</td>
<td>forest</td>
<td>bust</td>
</tr>
<tr>
<td>cost</td>
<td>rust</td>
<td>against</td>
</tr>
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<td>past</td>
<td>beast</td>
</tr>
<tr>
<td>nest</td>
<td>must</td>
<td>just</td>
</tr>
<tr>
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<td>list</td>
<td>moist</td>
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<tr>
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<td>honest</td>
<td>gust</td>
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<tr>
<td>rest</td>
<td>priest</td>
<td>assist</td>
</tr>
<tr>
<td>best</td>
<td>artist</td>
<td>unjust</td>
</tr>
</tbody>
</table>

### SENTENCE DRILL FOR THE "ST" SOUND: FINAL POSITION

1. Billy runs fast.
2. You are first.
3. Jimmy was last.
4. How much did it cost?
5. We were lost.
6. Sally found a nest.
7. Mother made some toast.
8. We need more paste.
9. Susie likes to dust the furniture.
10. That is the best of the three.
11. Must we leave now?
12. My brother wears a vest.
13. I went to the dentist.
14. Did you see the bust of Shakespeare?
THE "SKW" BLEND (skw)

Placement: The teeth are almost together for the "s" sound. For the "k" sound the back of the tongue makes contact with the soft palate. The lips are puckered for the "w" sound.

Pressure and Release: The air stream is directed over the tongue tip and through the central incisors for the "s" sound. The back of the tongue contacts the soft palate, momentarily blocking the air stream. When the tongue position is released, the "k" sound results. Then the air pressure sets the vocal cords into vibration and travels to the positioned lips. The lips are drawn to their neutral position, completing the "skw" blend.

Homophenes: "sw" can be taken for the "skw" sound

The "s" and "w" sounds are visible while the "k" sound is invisible.

The "s" and "k" sounds are unvoiced, but the "w" sound is voiced.

The "s" and "k" sounds cannot be felt in the throat, but the "w" sound can be felt in the throat.
WORD DRILL FOR THE "SKW" BLEND:
INITIAL POSITION

squirt squawking squashed
squirrel squeaky squirting
squeeze squeezed squealed
squeak squirm squealing
squealssquirts squint
squeezingsqueaking squirming
squirrelsquealing squad
squad car squeezersquares
square squeal squander
squash squirited squandering

NOTE: Pipsqueak is an example of "skw" in the medial position.

SENTENCES FOR THE "SKW" BLEND:
INITIAL POSITION

squad 1. My brother is on the football squad.
squad car 2. The police have a squad car.
square 3. A boxing ring is square.
squares 4. We drew some squares on the papers.
squash 5. Do you like to eat squash?
squawks 6. A parrot squawks.
squeak 7. His new shoes squeak.
squeals 8. A pig squeals.
squealing 9. His tires were squealing.
squeezed 10. They squeezed the grapes.
squeezer 11. Mother has a lemon squeezer.
squirrel 12. The squirrel is in the tree.
squirt 13. The grapefruit may squirt you in the eye!
squirited 14. Water squirited in his face.
THE "SW" BLEND (sw):

THE "SWIRLING" SOUND

Placement: For the "s" sound, the teeth are almost together and the tongue is level with the bottom teeth. The lips are formed into a small circle for the "w" sound.

Pressure: The unvoiced air stream is directed to the tongue tip and the central incisors for the "s" sound. For the "w" sound, the air pressure is voiced and is partially blocked by the small opening.

Release: The air stream continues to its release through the central incisors. As the air is being released, the lips travel inward to a small circle. The lips are released to their normal position and the air is released. This movement completes the "sw" blend.

Homophones: Sometimes a child will see it as the "skw" sound.

Both sounds are visible.

The "s" sound is unvoiced; the "w" sound is voiced.

The "s" sound cannot be felt in the throat, but the "w" sound can be felt in the throat.
WORD DRILL FOR THE "SW" BLEND IN THE INITIAL POSITION

sweep  switches  sweeps
swim    swallowed  sweeter
swing   swans     swimmer
switch  sweaters   swoop
swallow sweeping  swat
swan    sweeten   sweating
sweater swims     swooped
sweeper switching swine
swept   swung     swats
sweet   swallowing swooping
swimming swamp    swatter
swinging sweat     swifter
sweetheart switchboard swampland
sweetpeas swift     suite

SENTENCE DRILL FOR THE "SW" BLEND IN THE INITIAL POSITION

1. That bird is a swallow.
2. That ground is swampy.
3. We saw some swans.
4. A cow swats with her tail.
5. There is a fly-swatter.
6. He is sweating under the hot lights.
7. Sheila has six sweaters.
8. Sally helps sweep the floors.
9. Mother has a sweeper.
10. Lucy is sweeping the porch.
11. Daddy is a good swimmer.
12. Let's play on the swing set.
13. The swallow swooped to the earth.
14. Sam sweetened his tea.
### WORD DRILL FOR THE "SW" SOUND IN THE MEDIAL POSITION

<table>
<thead>
<tr>
<th>unsweetened</th>
<th>persuasion</th>
<th>grandsweep</th>
</tr>
</thead>
<tbody>
<tr>
<td>bittersweet</td>
<td>persuaded</td>
<td>sword swallower</td>
</tr>
<tr>
<td>honeysweet</td>
<td>overswell</td>
<td>upswep</td>
</tr>
<tr>
<td>sideswipe</td>
<td>windswept</td>
<td>foresworn</td>
</tr>
<tr>
<td>oversweep</td>
<td>cliff-swallow</td>
<td>overswelling</td>
</tr>
<tr>
<td>persuade</td>
<td>oversweeping</td>
<td>cold sweat</td>
</tr>
<tr>
<td>upswing</td>
<td>persuasive</td>
<td>unswayed</td>
</tr>
<tr>
<td>downswing</td>
<td>upswing</td>
<td>dissuade</td>
</tr>
</tbody>
</table>

### SENTENCE DRILL FOR THE "SW" SOUND: MEDIAL POSITION

1. In England there are many cliff-swallows.
2. The river is oversweeping its banks.
3. He is a very persuasive speaker.
4. We will try to persuade the committee on the project.
5. At a carnival, one might see a sword swallower.
6. Her hair has a windswept appearance.
7. Downswing is used as a musical term.
8. He was unswayed by her talks of persuasion.
9. Their drink is unsweetened.
10. He made a grandsweep of everything!
11. Try to dissuade him from doing that.
12. Business is on the upswing.
THE "BEE" SOUND

Placement: The teeth are almost together and the tongue tip is level with the bottom teeth.

Pressure: The air stream sets the vocal cords into motion.

Release: The air stream is released over the tongue tip and through the central incisors.

Homophones: s

The "z" sound is visible.
The "z" sound is voiced.
The sound can be felt in the throat.

Suggestions: Imitate a busy bee. Try producing another voiced sound; continue that production, slowly bringing the articulators into the "z" position.
WORD DRILL FOR THE "Z" SOUND. IN THE INITIAL POSITION

zoo  zoning  zany
zebra  zigzag  zodiac
zero  zebras  zipped
zipper  zippers  zeal
zoom  zooms  zest
zip  zipping  zestful
zeros  zone  zealous
zoos  zinc  Zorro
zooming  zoned

EXERCISES FOR THE "Z" SOUND

In the following, stress the "z" sound in says.

Encourage the child to use a complete sentence when he is answering.

1. What does the cow say? The cow says, "Moo."
2. What does the cat say? The cat says, "Meow."
3. What does the dog say? The dog says, "Bow-wow."
4. What does the lamb say? The lamb says, "Baa."
5. What does the pig say? The pig says, "Oink-oink."
6. What does the duck say? The duck says, "Quack-quack."
7. What does the chicken say? The chicken says, "Peep, peep."
8. What does the snake say? The snake says, "SSSSSS."
9. What does the bear say? The bear says, "Grrrrrr."
10. What does the bird say? The bird says, "Tweet, tweet."
11. What does the bee say? The bee says, "ZZZZZZZZ.
12. What does the rooster say? The rooster says, "Cockadoodle-doo."
13. What does the clock say? The clock says, "Tick, tock."
14. What does the boat say? The boat says, "PPPPPPPPP."
WORD DRILL FOR THE "Z" SOUND IN THE MEDIAL POSITION

scissors  raisin  zigzag

dizzy    clothespin  squeezed
lazy     pizza         breezy
noisy    clothesline   museum
easy      buzzing       buzzard
puzzle   dessert       tweezers
music    freezer       blizzard
busy      daisy         visiting
erazer    frozen        muzzle
dozen     weasel        drizzle
Thursday  cousin        blazing
closet    magazine      nozzle
Rosie     buzzer        dozer
Hazel     lizard        drowsy
sneezing  squeezing      citizen
measles   visitor       exhibit
pretzels  poison        Amazon
freezing  amazing       hazy
present   visit          blazer

SENTENCE DRILL FOR THE "Z" SOUND: MEDIAL POSITION

Hazel  1. Rosie knows Hazel.
freezer  2. They have a freezer.
scissors  3. Where are the scissors?
closet  4. My shoes are in my closet.
dizzy  5. That ride made me dizzy.
buzzing  6. Bees made a buzzing sound.
dozen  7. Twelve made a dozen.
Thursday  8. We will leave on Thursday.
frozen  9. The water is frozen.
lazy  10. Do not be lazy.
pretzels  11. Do you like pretzels?
WORD DRILL FOR THE "Z" SOUND IN THE FINAL POSITION

nose  wise  size
eyes  cause  as
sneeze  is  prize
arise  amaze  does
has  was  likewise
goes  tease  rise
size  his  bees
rose  whiz  otherwise
breeze  ablaze  refuse
blaze  buzz  confuses
ours  because  amuses
amaze  lies  dozes
those  sighs  hazes
choose  chose  cheeses
toes  always  surprises
these  raise  squeezes
quiz  close  bruises
haze  freeze  gazes

SENTENCE DRILL FOR THE "Z" SOUND:
FINAL POSITION

nose  1. A dog has a cold nose.
sneeze  2. Cover a sneeze.
size  3. We are the same size.
roses  4. We grew beautiful roses.
breeze  5. There is a cool breeze.
is  6. Susan is Hazel's friend.
tease  7. He likes to tease.
his  8. He is rubbing his eyes.
prize  9. She won a prize.
buzz 10. Did you buzz?
does 11. Susan does good work.
bees 12. We watched some bees.
THE "QUIET" SOUND

Placement: The lips are puckered, teeth are slightly parted, and the grooved tongue is placed by the dental ridge.

Pressure: The air travels to the tongue tip.

Release: Release of the air distorted by the tongue placement produces the "sh" sound.

Homophones: zh

The sound is visible.

The sound is unvoiced.

The "sh" sound cannot be felt in the throat.

Suggestions: Have the child pretend that he is telling someone to be quiet. Have the child pucker his lips and put his finger to his lips as he says "sh."
EXERCISES: FOR THE "SH" SOUND

"s" -- "sh": Help the child to note the difference in the lips between the "s" and "sh" sounds. Say the words slowly and have the child repeat after you. Remind him to raise the tongue tip for the "sh" sound and lower the tongue tip for the "s" sound.

sack  shack  sake  shake
said  shed  same  shame
sell  shall  save  shave
sore  shore  sign  shine
Sue  shoe  sort  short
so  show  seep  sheep
self  shelf  sock  shock
sip  ship  sop  shop
sigh  shy  see  she

Note the difference for the "ch" and "sh" movements.

Watch the jaw for the "ch" and "j" sounds. Observe the lips for the "sh" sound.

sheet  cheat  jeep  cheap
sheep  cheap  jell  shell
ship  chip  Joe  show
share  chair  sip  gyp
shale  jail  shake  Jake
shop  chap  gee  she
shore  chore  shoe  chew
Sadie  shady  Jack  shack
shout  joust  shade  jade
jackal  shackle  surely  surly
shorts  sorts  jot  shot
gyp  ship  jury  surrey
jockey  shoddy  sacks  shacks
sewing  showing  shot  sot
shuttle  subtle  chef  Jeff
shallow  sallow  shores  sores
jest  chest  Jew  shoe
seeing  jeeping  chops  shops
shed  said  shames  James
WORD DRILL FOR THE "SH" SOUND IN THE INITIAL POSITION

shoe    shine    Cheryl
show    shampoo  Chicago
she     sharp     shelter
ship    sheriff   shame
sheep   shiver    sheet
sugar   shark      shallow
shove   shop       shortcake
shut    shotgun    shovel
shout   should     shaker
shoot   shouting   chef
shadow  shake      share
shirt   shaving    shed
shave   shelf      shore
shady   shipwreck  shocking
shot    sure       shape
Sheila  shoestring shell
Shirley shoelaces shy
Sharon  shower     shatter
shoulder shorts    shoes
short   shack      shoveling
shelf   shall      sheltering
shook   surely     shackle

SENTENCE DRILL FOR THE "SH" SOUND IN THE INITIAL POSITION

1. Scrape the mud off your shoes.
2. Show the children your book.
3. We saw a ship.
4. Who lost her sheep?
5. Daddy has a tool shed.
6. It is not nice to shove.
7. Shut the door, please.
8. Shake the bottle.
9. Did you shout?
10. Look at my long shadow.
WORD DRILL FOR THE "SH" SOUND IN THE MEDIAL POSITION

milkshake    ashes    sunshine    parachute    ocean    dishes    bushes    snowshoes    seashells    overshoes    Marshall    windshield    toyshop    horseshoe    seashore
shoeshine    cushion    vacation    undershirt    machine    dictionary    steamshovel    airship    ashed    seashore    bushel    wishes    ashamed    airship    ashamed
mention    relaxation    addition    action    nation    position    precious    cashier    rushes    sectional    ashore    fashion    caution    ration    rational

SENTENCE DRILL FOR THE "SH" SOUND IN THE MEDIAL POSITION

1. I want a milkshake.
2. There are some ashes.
3. We played in the sunshine.
4. We made a parachute.
5. I will help with the dishes.
6. We went to the seashore.
7. Daddy gets a vacation.
8. I will look in the dictionary.
9. Where is the usher?
10. Do not be ashamed.
11. Did she mention it to you?
12. The man cleaned the windshield.
13. Do you have any overshoes?
WORD DRILL FOR THE "SH" SOUND IN THE FINAL POSITION

fish hairbrush cash
push splash clash
wash mash crash
bush polish brush
trash hash ash
wish mush slash
dash radish squash
dish hush swish
flash rush blush
fresh catfish slush
crush English cash
smash finish vanish
goldfish foolish

Irish

SENTENCE DRILL FOR THE "SH" SOUND

fish 1. I caught a big fish.
push 2. Try not to push.
wash 3. Wash your hands.
wish 4. She made a wish.
dish 5. She broke a small dish.
flash 6. It was as quick as a flash.
fresh 7. The bread is fresh.
splash 8. Do not splash.
finish 9. Did you finish?
polish 10. Where is the shoe polish?
bush 11. That rose bush is dead.
cash 12. Pay cash for the items.
vanish 13. The magician made the egg vanish.
English 14. Are you studying English?
foolish 15. He felt foolish.
THE "CH" SOUND

Placement: The teeth are slightly parted and the tongue tip is placed on the dental ridge.

Pressure: The air pressure is forcibly directed to the oral cavity and retained behind the tongue.

Release: The air is released as the jaw is suddenly dropped with the tongue going down.

Homophones: j

The sound is visible.

The sound is unvoiced.

The "ch" sound cannot be felt in the throat.

Suggestions: Have the child imitate a "choo choo" train. Have the child pretend to sneeze. Afterward, tell him that was a good "ch" sound. Follow with these: "ah choo oh choo oo choo aw choo." Isolate the "sneezing" sound to initial nonsense syllables and later to words with the "ch" sound in the initial position.
EXERCISES FOR THE "CH" SOUND

Tell the child to listen carefully. If the word has his sound, the "ch" sound, he is to say the word three times. If it does not have the "ch" sound, he is to say the word only one time.

NOTE: For additional drills for the "ch" sound, see the exercises provided for the "sh" sound.

chain  shower  seep  chase
chat   sip      ship  chop
Sue    children chin  soak
sick   choose  sour  cheat
shop   chew     chip  Sue's
chalk  seat     cease chapter
charge sap      chief checkers
sip    Charles cheek shore
chart  chair    seek  sop
joke   chirp    sheep cheese
cherry Jerry  jar  chick
Chinese Jill   chest jeer
cheer   cherry church search
choke   char     charm cheap
sat     chap     chill chubby
shoes  chose  chin  shin
change  shame  check  chap
**WORD DRILL FOR THE "CH" SOUND: INITIAL POSITION**

<table>
<thead>
<tr>
<th>chew</th>
<th>Charley</th>
<th>cherish</th>
</tr>
</thead>
<tbody>
<tr>
<td>chop</td>
<td>children</td>
<td>champion</td>
</tr>
<tr>
<td>cheap</td>
<td>choke</td>
<td>chirp</td>
</tr>
<tr>
<td>chin</td>
<td>choose</td>
<td>chirp</td>
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<tr>
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<td>cheer</td>
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<td>churchyard</td>
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<tr>
<td></td>
<td></td>
<td>chestnut</td>
</tr>
</tbody>
</table>

**SENTENCES FOR THE "CH" SOUND: INITIAL POSITION**

1. Chew your food.
2. Chop some wood.
3. Wipe your chin.
4. Use the chalk.
5. Chase it away.
6. Take a chance.
7. That Indian isn't a chief.
8. They have some chickens.
9. Charles is working.
10. Do you have the right change?
11. Give the books to the children.
12. You have your choice.
WORD DRILL FOR THE "CH" SOUND:
MEDIAL POSITION

wheelchair  teacher  hatchet  highchair  kitchen  Mitchell  Archie  itchy  grouchy  Butchie  question  grandchildren


SENTENCE DRILL FOR THE "CH" SOUND:
MEDIAL POSITION

highchair  1. Little Charles has a highchair.

kitchen  2. Cheryl is in the kitchen.

butcher  3. Archie went to the butcher shop.

nature  4. We studied nature.

statue  5. Did you see the statue?

teacher  6. Who is your teacher?

handkerchief  7. You will need a handkerchief.

grouchy  8. Don't be grouchy.

peaches  9. We will buy some peaches.

itchy  10. Do you feel itchy?

questions  11. I answered the questions.

teacher  12. We have a new teacher.

luncheon  13. The ladies had a luncheon.

hatchet  14. Did you see the hatchet?

crunchy  15. The snow makes a crunchy sound.
WORD DRILL FOR THE "CH" SOUND:
FINAL POSITION

match        touch        torch
couch        punch        preach
pitch        ditch        search
peach        teach        crunch
ouch         Butch        scratch
each         much         grouch
itch         witch        batch
patch        speech       hatch
watch        switch       wrench
catch        starch       which
pinch        rich         reach
bench        church       coach
porch        Mitch        inch
lunch        branch       such
stitch       munch         batch

SENTENCE DRILL FOR THE "CH" SOUND:
FINAL POSITION

lunch  1. We had our lunch.
pinch  2. Do not pinch.
match  3. Daddy lit a match.
witch  4. We saw a picture of a witch.
watch  5. Bobby has a new watch.
catch  6. Catch the chickens, Charles.
bench  7. Charlie is sitting on the bench.
touch  8. Do not touch the hot stove.
ditch  9. There is water in the ditch.
peach 10. I ate a peach.
itch  11. Does your skin itch?
speech 12. Butch and I go to speech.
couch 13. Charlie's pencil is on the couch.
which 14. Which one is yours?
THE "SLOW STARTING TRAIN" SOUND

Placement: The tongue tip contacts the dental ridge.

Pressure: The air stream sets the vocal cords into vibration and is momentarily blocked by the tongue placement.

Release: The jaw travels down at the same time the tongue goes down, and the voiced sound produces the "j" sound.

Homophones: ch

The sound is visible.
The sound is voiced.
The "j" sound can be felt in the throat.

Suggestions: Have the child pretend to be an old train just starting and pulling a heavy load.
**WORD DRILL FOR THE "J" SOUND IN THE INITIAL POSITION**

<table>
<thead>
<tr>
<th>Jack</th>
<th>Junior</th>
<th>Jeffie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay</td>
<td>Julie</td>
<td>Jacob</td>
</tr>
<tr>
<td>Josie</td>
<td>Jamie</td>
<td>Joey</td>
</tr>
<tr>
<td>James</td>
<td>Jim</td>
<td>Jesse</td>
</tr>
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<td>John</td>
<td>June</td>
<td>Jerome</td>
</tr>
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<td>Josephine</td>
<td>Joe</td>
<td>Janice</td>
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<td>Jodie</td>
<td>Johnny</td>
<td>Jo</td>
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<td>Jimmy</td>
<td>Jeannie</td>
<td>Joanne</td>
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<td>Jill</td>
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<td>Jacobson</td>
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<td>Jeffry</td>
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<td>Jackie</td>
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<td>Gerald</td>
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<td>George</td>
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<tr>
<td>Janet</td>
<td>Judy</td>
<td>Georgia</td>
</tr>
<tr>
<td>Jeff</td>
<td>Jackson</td>
<td>Georgie</td>
</tr>
</tbody>
</table>

**EXERCISES FOR THE "J" SOUND**

**I.** Explain to the child that you will play pick-up sticks with speech. Tell him that each time he repeats a word correctly, he will get a chance to get one pick-up stick. Explain the rules: only one turn for one stick each speech turn. (Use the word drill above.)

**II.** Instructions for the child: When you hear a word for your sound, put your tongue up as it would be for the "j" sound. If you do not hear the "j" sound, shake your head.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>shimmy</td>
</tr>
<tr>
<td>sake</td>
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<td>cherry</td>
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<td>showy</td>
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<td>sew</td>
<td>choice</td>
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<td>shack</td>
<td>soon</td>
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<tr>
<td>say</td>
<td>sack</td>
</tr>
<tr>
<td></td>
<td>Jack</td>
</tr>
<tr>
<td></td>
<td>Jay</td>
</tr>
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<td></td>
<td>Jimmy</td>
</tr>
<tr>
<td></td>
<td>Jill</td>
</tr>
<tr>
<td></td>
<td>Jean</td>
</tr>
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<td></td>
<td>Joan</td>
</tr>
<tr>
<td></td>
<td>Joyce</td>
</tr>
<tr>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Jack</td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE "J" SOUND IN THE MEDIAL POSITION

pajamas          Roger         adjust
angel           injury          ski-jump
crackerjacks    major           plunger
bluejay         projector       midget
dungeon          Virgil         object
stranger          margin      suggest
enjoy            engine         Ginger
danger           digest         religion
Margie            gadget       surgeon
magic            Virginia       reject
lumberjack       unjust         merger
ranger            subject       broadjump
pigeon            adjective   conjunction
banjo            wager          logical
Eugene         biology        clergy

SENTENCE DRILL FOR THE "J" SOUND: MEDIAL POSITION

magic     1. He can do magic.
Virgil    2. Virgil is his name.
pigeon    3. There is a pigeon.
stranger  4. That man is a stranger.
gingersnap 5. I do not want a gingersnap.
Eugene   6. Eugene is in school.
Virginia  7. Virginia is at home.
danger   8. Watch out for danger!
enjoy     9. I enjoy school.
dungeon  10. In the castle is a dungeon.
banjo     11. Can you play a banjo?
Ginger  12. They call her Ginger.
Margie  13. Margie is going downtown.
WORD DRILL FOR THE "J" SOUND IN THE
FINAL POSITION

cage  bandage  cottage  grudge
fudge  judge  grudge  rage
Marge  sausage  hedge  urge
large age  ridge  wage
change  charge  barge  average
page  range  savage
badge  damage  hinge
bridge  Midge  singe
edge  cabbage  bandage
strange  arrange  judge
orange  budge  sausage
stage  village  charge
message  knowledge  range
cabbage  noise
VIRG

SENTENCE DRILL FOR THE "J" SOUND:
FINAL POSITION

cage  1. Put the bird in its cage.
page  2. Turn the page.
fudge  3. I ate some fudge.
badge  4. He has a toy badge.
bridge  5. We went over the bridge.
Marge  6. Marge lives in town.
change  7. We will change our clothes.
strange  8. That was a strange noise.
orange  9. Color it orange.
bandage  10. I have a bandage on my knee.
edge  11. Do not stand close to the edge.
ledge  12. There is a flower box on the ledge.
village  13. We went to the village.
cabbage  14. Mother cooked some cabbage.
THE "V" SOUND (v)

THE "AIRPLANE" SOUND

Placement: Bite the lower lip with the upper teeth.

Pressure: The air sets the vocal cords into vibration and travels over the lower lip and through the upper teeth.

Release: As the sound is voiced, the lower lip travels to a neutral position.

Homophenies: /f/

The sound is visible.
The "v" sound is voiced.
The sound can be felt in the throat.

Suggestions: Pretend that you are an airplane or a tractor.
WORD DRILL FOR THE "V" SOUND IN THE INITIAL POSITION

vase  visitor  vote
very  Virgil  value
visit  Virginia  victory
voice  valentine  vegetables
vowels  view  Vic
Victor  valley  valuable
vine  vanilla  velvet
vacation  villain  veil
vanish  vitamins  verbs
vinegar  village  Virg
violin  van  varnish
violets  volcano  visiting

EXERCISES FOR THE "V" SOUND: INITIAL POSITION

Note: Have the child draw a red line under the words having the "v" sound. Also have the child practice repeating the words after you in front of a mirror.

I  II
bee  v  wow  vow
wick  Vic  vote  boat
base  vase  bat  vat
very  berry  wine  vine
fine  vine  veil  fail
view  few  bat  vat
Wayne  vein  bail  veil
fairy  very  vent  went
vest  best  verse  worse
we  v  bow  vow
west  vest  van  ban
bent  vent  fan  van
vase  face  banish  vanish
fine  vine  very  wary

SENTENCE DRILL FOR THE "V" SOUND IN THE INITIAL POSITION

valley  1. Let's view the valley.
Vic  2. Vic is a vet.
vest  3. Victor has a new vest.
WORD DRILL FOR THE "V" SOUND IN THE MEDIAL POSITION

river
gravy
cover
heavy
seven
oven
shovel
driver
never
David
Steven
over
navy
beaver
silver
living
liver
Eva
ever
diver

Rover
shiver
diving
moving
clever
giving
travel
fever
elevator
carnival
even
shaving
everyone
Harvey
Everett
heaven
clover
grapevine
servant
Beverly
given
movers
divide
uneven
raven
everybody
seventeen
deliver
invent
evil
gravel
divan
review
level
ivy
weazing
paving
seventy
traveler
television

SENTENCE DRILL FOR THE "V" SOUND IN THE MEDIAL POSITION

navy  1. He is in the navy.
Rover 2. We call our dog Rover.
cover 3. He needs a cover.
liver 4. Do you like liver?
river 5. A boat is on the river.
David 6. David is my friend.
beaver 7. We saw a beaver.
heavy 8. That is heavy.
over 9. Over there it is.
oven 10. There is a pie in the oven.
shovel 11. Do you have a shovel?
WORD DRILL FOR THE "\textit{v}" SOUND IN THE FINAL POSITION

\begin{itemize}
  \item wave
  \item live
  \item move
  \item cave
  \item drive
  \item shove
  \item glove
  \item stove
  \item shave
  \item five
  \item Dave
  \item twelve
  \item dive
  \item save
  \item forgive
  \item have
  \item love
  \item brave
  \item believe
  \item forgave
  \item above
  \item behave
  \item leave
  \item serve
  \item sleeve
  \item curve
  \item weave
  \item slave
  \item pave
  \item groove
  \item heave
  \item eve
  \item rave
  \item grove
\end{itemize}

SENTENCE DRILL FOR THE "\textit{v}" SOUND IN THE FINAL POSITION

\begin{itemize}
  \item live 1. Where do you live?
  \item Dave 2. Dave will come.
  \item dive 3. Dive into the pool.
  \item drive 4. He cannot drive.
  \item save 5. Save one for Dave.
  \item shove 6. Try not to shove.
  \item cave 7. We found a cave.
  \item have 8. What do you have?
  \item stove 9. The stove is warm.
  \item move 10. Do not move.
  \item five 11. There are five.
  \item twelve 12. Vic is twelve.
  \item glove 13. She lost a glove.
  \item wave 14. Wave to Tommy.
  \item sleeve 15. I tore my sleeve.
\end{itemize}
THE "UNVOICED TH" SOUND

To make a good "th" we place the tongue between the teeth and bite down a little.
The air stream is passed over the tongue.
After the air passes over the tongue, the tongue is drawn into its relaxed position.

The sound is unvoiced.

Suggestions: Be an angry goose. Stick your tongue out at this scary man. Make the "th" sound and show him that you are not afraid.
EXERCISES FOR THE UNVOICED "TH" SOUND

For the older child: Have the child say the following rhyme words three times each. If a word has the "th" sound, he can draw a red line under it.

NOTE: As with other drills, the provided exercises are adaptable to other sounds.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>sank</td>
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</tr>
<tr>
<td>saw</td>
<td>thaw</td>
</tr>
<tr>
<td>theme</td>
<td>seem</td>
</tr>
<tr>
<td>some nails</td>
<td>thumbnails</td>
</tr>
<tr>
<td>sick</td>
<td>thick</td>
</tr>
<tr>
<td>thigh</td>
<td>sigh</td>
</tr>
<tr>
<td>thin</td>
<td>sin</td>
</tr>
<tr>
<td>thumbtacks</td>
<td>some tacks</td>
</tr>
<tr>
<td>sore</td>
<td>Thor</td>
</tr>
<tr>
<td>some</td>
<td>thumb</td>
</tr>
<tr>
<td>think</td>
<td>sink</td>
</tr>
<tr>
<td>thawing</td>
<td>sawing</td>
</tr>
<tr>
<td>sing</td>
<td>thing</td>
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</table>

<table>
<thead>
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<th>III</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>free</td>
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</tr>
<tr>
<td>thought</td>
<td>fought</td>
</tr>
<tr>
<td>fin</td>
<td>thin</td>
</tr>
<tr>
<td>thought</td>
<td>fought</td>
</tr>
<tr>
<td>thirst</td>
<td>first</td>
</tr>
<tr>
<td>Fred</td>
<td>thread</td>
</tr>
<tr>
<td>foe</td>
<td>foe</td>
</tr>
<tr>
<td>fizzes</td>
<td>thistles</td>
</tr>
<tr>
<td>fins</td>
<td>thins</td>
</tr>
<tr>
<td>thistle</td>
<td>fizzle</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORD DRILL FOR THE UNVOICED "TH" SOUND
IN THE INITIAL POSITION

thumb  thirteen  thirty
thank  thumbtack  thirty-one
thin   Thursday  thirty-two
thorn  thumbs    thirty-three
thick  thundercloud thirty-four
thud   thunderbolt thirty-five
thought thousand  thirty-six
think  Thanksgiving thirty-seven
thunder thinker    thirty-eight
third  thunderstorm thirty-nine
thing  thirsty     thistle
thumbnail thigh      thermometer
thundering thankful  thaw
Thelma thump       theater
thimble thoughtful  theme
thinking thoughtless thieves
thundershower thinks  thug

SENTENCE DRILL FOR THE UNVOICED "TH" SOUND
IN THE INITIAL POSITION

1. I hurt my thumb.
thumb

2. Do not step on a thorn.
thorn

3. What is that thing?
thing

4. Thank you, Bobby.
thank

5. I am thinking.
thinking

6. Tomorrow is Thursday.
Thursday

7. I heard thunder.
thunder

8. I broke my thumbnail.
thumbnail

9. The fog is very thick.
thick

10. I heard a thud.
thud

11. When mother sews, she wears a thimble.
thimble

12. He needs a thumbtack.
thumbtack
### Word Drill for the Unvoiced "Th" Sound in the Medial Position

<table>
<thead>
<tr>
<th>Cathy</th>
<th>earthworm</th>
<th>sympathy</th>
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</thead>
<tbody>
<tr>
<td>Dorothy</td>
<td>birthmark</td>
<td>withstood</td>
</tr>
<tr>
<td>filthy</td>
<td>wealthy</td>
<td>lengthen</td>
</tr>
<tr>
<td>anything</td>
<td>birthstone</td>
<td>method</td>
</tr>
<tr>
<td>plaything</td>
<td>one-third</td>
<td>enthusiasm</td>
</tr>
<tr>
<td>healthy</td>
<td>two-thirds</td>
<td>withdrawal</td>
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<tr>
<td>something</td>
<td>arithmetic</td>
<td>athletics</td>
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<td>author</td>
<td>unworthy</td>
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<td>toothache</td>
<td>northeast</td>
<td>enthusiastic</td>
</tr>
<tr>
<td>everything</td>
<td>southwest</td>
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<td>northwest</td>
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<tr>
<td>Ethyl</td>
<td>southeast</td>
<td>authority</td>
</tr>
<tr>
<td>birthday</td>
<td>worthless</td>
<td>rhythm</td>
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<td>bathroom</td>
<td>faithful</td>
<td>afterthought</td>
</tr>
<tr>
<td>toothpaste</td>
<td>breathless</td>
<td>sympathetic</td>
</tr>
<tr>
<td>nothing</td>
<td>mothproof</td>
<td>lengthy</td>
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<tr>
<td>toothbrush</td>
<td>breathy</td>
<td>ethics</td>
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<td>worthy</td>
<td>authorize</td>
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<td>toothless</td>
<td>sympathize</td>
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<td>underclothing</td>
<td>mouthpiece</td>
</tr>
<tr>
<td>earthman</td>
<td>within</td>
<td>ethical</td>
</tr>
<tr>
<td>mothball</td>
<td>strengthen</td>
<td>authentic</td>
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<tr>
<td>pathway</td>
<td>earthly</td>
<td>diphthong</td>
</tr>
<tr>
<td>bathrug</td>
<td>unearthly</td>
<td>semi-monthly</td>
</tr>
<tr>
<td>Arthur</td>
<td>withhold</td>
<td>python</td>
</tr>
<tr>
<td>mouthful</td>
<td>witheld</td>
<td>lengthwise</td>
</tr>
<tr>
<td>bathhouse</td>
<td>marathon</td>
<td>apathy</td>
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<tr>
<td>Cynthia</td>
<td>withhold</td>
<td>empathy</td>
</tr>
<tr>
<td>Kathleen</td>
<td>withstand</td>
<td>Methodist</td>
</tr>
<tr>
<td>birthplace</td>
<td>mathematics</td>
<td>Catholic</td>
</tr>
<tr>
<td>healthiest</td>
<td>lengthways</td>
<td></td>
</tr>
</tbody>
</table>

### Sentence Drill for the Unvoiced "Th" Sound in the Medial Position

1. Clean the bathtub.
2. Your shoes are in the bathroom.
3. Here is your toothbrush.
4. Do you need any toothpaste?
5. Tommy has a toothache.
6. Do you want something?
everything 7. Did you bring everything?
birthplace 8. Where is your birthplace?
breathless 9. I am breathless.
anything 10. We did not forget anything.
nothing 11. He said nothing.
Dorothy 12. Dorothy is my friend.
Ethyl 13. Ethyl is a name.
birthday 14. When is your birthday?
faithful 15. Our dog is faithful.
earthworm 16. Look at the earthworm.
playthings 17. They have many playthings.
bathhouse 18. The bathers use a bathhouse.
bathrobe 19. Daddy has a new bathrobe.
wealthy 20. That man is wealthy.
worthless 21. That is worthless.
filthy 22. His hands are filthy.
mothballs 23. Mother bought some mothballs.
Cathy 24. Her name is Cathy.
healthy 25. I am healthy.
toothpick 26. Where is a toothpick?
pathway 27. Follow that pathway.
Arthur 28. Do you know Arthur?
Martha 29. I know Martha.
WORD DRILL FOR THE UNVOICED "TH" SOUND IN
THE FINAL POSITION

<table>
<thead>
<tr>
<th>teeth</th>
<th>worth</th>
<th>by-path</th>
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<tbody>
<tr>
<td>bath</td>
<td>north</td>
<td>thirtieth</td>
</tr>
<tr>
<td>Beth</td>
<td>tablecloth</td>
<td>cheesecloth</td>
</tr>
<tr>
<td>both</td>
<td>washcloth</td>
<td>eyetooth</td>
</tr>
<tr>
<td>path</td>
<td>underneath</td>
<td>oilcloth</td>
</tr>
<tr>
<td>Ruth</td>
<td>footbath</td>
<td>strength</td>
</tr>
<tr>
<td>moth</td>
<td>fourth</td>
<td>undergrowth</td>
</tr>
<tr>
<td>truth</td>
<td>south</td>
<td>gunsmith</td>
</tr>
<tr>
<td>birdbath</td>
<td>birth</td>
<td>health</td>
</tr>
<tr>
<td>footpath</td>
<td>cloth</td>
<td>half-truth</td>
</tr>
<tr>
<td>tooth</td>
<td>steambath</td>
<td>myth</td>
</tr>
<tr>
<td>Keith</td>
<td>Elizabeth</td>
<td>depth</td>
</tr>
<tr>
<td>mouth</td>
<td>youth</td>
<td>wrath</td>
</tr>
<tr>
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<td>sixth</td>
<td>forth</td>
</tr>
<tr>
<td>Kenneth</td>
<td>seventh</td>
<td>commonwealth</td>
</tr>
<tr>
<td>month</td>
<td>eighth</td>
<td>wealth</td>
</tr>
<tr>
<td>dishcloth</td>
<td>ninth</td>
<td>berth</td>
</tr>
<tr>
<td>breath</td>
<td>filth</td>
<td>girth</td>
</tr>
<tr>
<td>bubble bath</td>
<td>length</td>
<td>twentieth</td>
</tr>
<tr>
<td>Edith</td>
<td>beneath</td>
<td>fourteenth</td>
</tr>
<tr>
<td>Smith</td>
<td>math</td>
<td></td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE UNVOICED "TH" SOUND IN
THE FINAL POSITION

Ruth  1. I know Ruth.
tooth  2. He broke a tooth.
truth  3. You should always tell the truth.
bath  4. I took a bath.
teeth  5. Did you brush your teeth?
month  6. We will go next month.
earth  7. The earth is round.
both  8. Both of you are right.
mOTH  9. We saw a moth.
path 10. Walk on the path.
THE "TH" BLEND (θr)

Placement and Release: The first movement of the "thr" blend is placing the tongue between the teeth. After this movement has been completed, the tongue tip moves backward and upward until the tongue tip is resting behind the dental ridge. The tongue is held in a rigid position then released to its relaxed position.

Pressure: Air pressure passes over the tongue tip to produce an unvoiced "th" sound. The air pressure then continues over the tongue tip and, at the time of passing, the vocal cords are placed into vibration for the "r" sound.

Homophones: None

The "th" sound is visible and the "r" sound is partially visible.

The "th" sound is unvoiced and the "r" sound is voiced.

The "th" sound cannot be felt in the throat, but the "r" sound can be felt in the throat.

Suggestions: Pretend that you are a train by making the sound of the train as it passes the crossing.
### Word Drill for the "Thr" Blend in the Initial Position

<table>
<thead>
<tr>
<th>thread</th>
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<th>threaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>throat</td>
<td>threading</td>
<td>thriftiness</td>
</tr>
<tr>
<td>throw</td>
<td>throne</td>
<td>throb</td>
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<tr>
<td>thrill</td>
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<td>thrust</td>
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<tr>
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<td>threaded</td>
<td>thrift</td>
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<tr>
<td>three</td>
<td>threat</td>
<td>thrasher</td>
</tr>
<tr>
<td>through</td>
<td>thresher</td>
<td>threatened</td>
</tr>
<tr>
<td>thriller</td>
<td>thrifty</td>
<td>thrice</td>
</tr>
<tr>
<td>thrown</td>
<td>throaty</td>
<td>thrush</td>
</tr>
<tr>
<td>throwing</td>
<td>throttle</td>
<td>threatens</td>
</tr>
</tbody>
</table>

### Sentence Drill for the "Thr" Blend in the Initial Position

1. Mother has a spool of thread.
2. Lee has a sore throat.
3. Throw the ball, Tommy.
4. Did the circus ride thrill you?
5. That show is a thriller!
6. The king sat on his throne.
7. Thelma is not through.
8. He is threading a needle.
9. Is your throat sore?
10. Bobby has three marbles.
11. Jack threw the ball.
12. He made a threat.
13. It threatened to rain.
14. Those are pretty threads.
15. Those dark clouds look threatening.
16. The farmers are threshing wheat.
WORD DRILL FOR THE "THR" BLEND IN THE MEDIAL POSITION

unthread
twenty-three
thirty-three
forty-three
fifty-three
sixty-three
seventy-three
eighty-three
ninety-three
free throw
overthrew
rethread

overthrow
downthrow
cuthroat
overthrown
unthrifty
dethroned
spendthrift
counterthrust
enthrone
heart throb
overthrust

wind thrush
unthreshed
unthreadable
dethrone
ground thrush
unthriving
disenthrone
enthral
enthronement
disenthral
wood thrush

(NOTE: Thwarted and athwart are examples of the "thw" blend--initial and medial positions.)

SENTENCE DRILL FOR THE "THR" BLEND IN THE MEDIAL POSITION

forty-three
ninety-three
thirty-three
overthrow
overthrew
spendthrift
rethread
unthread
cuthroat
free throw
wood thrush
dethroned
unthreshed

1. There are forty-three papers.
2. I can count to ninety-three.
3. Bobby has thirty-three marbles.
4. Do not overthrow the ball.
5. He overthrew the baseball.
6. He is a spendthrift.
7. I will try to rethread the needle.
8. Can you unthread it?
9. The pirate was a cutthroat.
10. The player gets a free throw.
11. Listen to the wood thrush.
12. The king was dethroned.
13. The wheat was left unthreshed.
THE "FOG HORN" SOUND

Placement: The tongue is placed between the teeth, slightly biting the tongue.

Pressure: The air sets the vocal cords into vibration and travels through the oral cavity and over the tongue.

Release: As the sound is voiced, the tongue is withdrawn.

Homophones: Unvoiced th
The sound is visible.
The sound is voiced.
The voiced "th" can be felt in the throat.

Suggestions: Be a fog horn. Have the child stick out his tongue, tell him to bite down a little, and then make the sound after you. Remind him to feel his throat as well as yours.
EXERCISES FOR THE VOICED "TH" SOUND

Say the words to the child. Have the older child cross out the words that do not have the "th" sound. After he has done this, have him say the remaining words.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>they</td>
</tr>
<tr>
<td>dough</td>
<td>though</td>
</tr>
<tr>
<td>Dee</td>
<td>thee</td>
</tr>
<tr>
<td>there</td>
<td>dare</td>
</tr>
<tr>
<td>den</td>
<td>then</td>
</tr>
<tr>
<td>die</td>
<td>thy</td>
</tr>
<tr>
<td>though</td>
<td>do</td>
</tr>
<tr>
<td>Dan</td>
<td>than</td>
</tr>
<tr>
<td>theirs</td>
<td>dares</td>
</tr>
<tr>
<td>Dee's</td>
<td>these</td>
</tr>
<tr>
<td>dye</td>
<td>thy</td>
</tr>
<tr>
<td>thine</td>
<td>dine</td>
</tr>
<tr>
<td>thence</td>
<td>dense</td>
</tr>
<tr>
<td>fodder</td>
<td>father</td>
</tr>
<tr>
<td>utter</td>
<td>other</td>
</tr>
<tr>
<td>weather</td>
<td>wetter</td>
</tr>
<tr>
<td>letter</td>
<td>leather</td>
</tr>
<tr>
<td>although</td>
<td>all dough</td>
</tr>
<tr>
<td>mutter</td>
<td>mother</td>
</tr>
<tr>
<td>others</td>
<td>utters</td>
</tr>
<tr>
<td>mutters</td>
<td>mothers</td>
</tr>
<tr>
<td>either</td>
<td>eater</td>
</tr>
<tr>
<td>laddier</td>
<td>lather</td>
</tr>
<tr>
<td>mothering</td>
<td>muttering</td>
</tr>
<tr>
<td>lathers</td>
<td>ladders</td>
</tr>
<tr>
<td>muttered</td>
<td>mothered</td>
</tr>
</tbody>
</table>

Have the older child write the "th" sound in the blanks. As he writes it, have him read orally the sentence.

1. My mo--er went --e o--er day.
2. My fa--er and bro--er will go toge--er.
3. Would --elma ga--er --em?
4. --at is as light as a fea--er.
5. Do you have ano--er bro--er?
6. --e doctor will use e--er.
7. --e shoes are made of lea--er.
8. Fa--er la--ers his face to shave.
9. Nei--er one of --ese will do, --elma.
WORD DRILL FOR THE VOICED "TH"
SOUND: INITIAL POSITION

<table>
<thead>
<tr>
<th>Word</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>than 10. I would rather go than stay.</td>
</tr>
<tr>
<td>the</td>
<td>1. There is my book.</td>
</tr>
<tr>
<td>them</td>
<td>2. They are in our room.</td>
</tr>
<tr>
<td>theirs</td>
<td>3. This is hers.</td>
</tr>
<tr>
<td>those</td>
<td>4. The boy and the girl are here.</td>
</tr>
<tr>
<td>this</td>
<td>5. Give it to them.</td>
</tr>
<tr>
<td>that</td>
<td>6. These are yours.</td>
</tr>
<tr>
<td>these</td>
<td>7. That is yours.</td>
</tr>
<tr>
<td>than</td>
<td>8. We play, then we go inside.</td>
</tr>
<tr>
<td>thine</td>
<td>9. Those are their books.</td>
</tr>
<tr>
<td>themselves</td>
<td>10. I would rather go than stay.</td>
</tr>
<tr>
<td>theirs</td>
<td>11. They will do it themselves.</td>
</tr>
<tr>
<td>though</td>
<td>12. These books are theirs.</td>
</tr>
<tr>
<td>the</td>
<td>13. Though it was cold, we played outdoors.</td>
</tr>
<tr>
<td>there</td>
<td>14. The pencil, the paper, and the book are there.</td>
</tr>
<tr>
<td>thereafter</td>
<td>15. There are three of them.</td>
</tr>
<tr>
<td>thence</td>
<td>16. It was the rule thereafter.</td>
</tr>
<tr>
<td>thereof</td>
<td></td>
</tr>
<tr>
<td>thereafter</td>
<td></td>
</tr>
<tr>
<td>there</td>
<td></td>
</tr>
<tr>
<td>thence</td>
<td></td>
</tr>
<tr>
<td>therefor</td>
<td></td>
</tr>
<tr>
<td>thereupon</td>
<td></td>
</tr>
<tr>
<td>thereabout</td>
<td></td>
</tr>
</tbody>
</table>

SENTENCE DRILL FOR THE VOICED "TH"
SOUND IN THE INITIAL POSITION

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>there</td>
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<td>2. They are in our room.</td>
</tr>
<tr>
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<td>3. This is hers.</td>
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<td>4. The boy and the girl are here.</td>
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<td>thereafter</td>
<td>16. It was the rule thereafter.</td>
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</table>
WORD DRILL FOR THE VOICED "TH"  
IN THE MEDIAL POSITION

feather  farther  mother-in-law
mother  Bertha  brother-in-law
father  bothers  father-in-law
another  clothing  brotherhood
grandmother  Luther  featherweight
feathers  bathing  furthermore
Martha  breathing  lathered
brother  leather  fatherland
other  altogether  weatherproofing
gather  bothering  within
weather  gathered  leatherneck
grandfather  smoother  step-brother
brother  lather  step-mother
panther  brotherly  step-father
together  motherly  cathedral
featherbed  fatherly  wither
weatherman  ether  heathen
either  lathering  weathered
neither  weathering  mothered
rather  weathercock  dither
gathering  forefathers  pathos
further  bothersome  thither
bothered  breather  hither

SENTENCE DRILL FOR THE VOICED "TH" SOUND  
IN THE MEDIAL POSITION

Martha  1. Martha is in school.
bother  2. Do not bother them.
grandmother  3. Grandmother is coming.
grandfather  4. Grandfather rides me on his knee.
another  5. Do you want another turn?
other  6. Take the other one.
either  7. Either one will do.
neither  8. I want neither one.
gathering  9. I am gathering the eggs.
father
neither
rather
Mother
feathers
together
weather
leather
smoother
panther
weatherman
all together
featherbed
otherwise
Bertha
lathers
clothing
feathers
cathedral
hither
forefathers
weathered

10. Father is working.
11. Neither one is right.
12. Would you rather stay home?
13. Mother is home.
14. I have some feathers.
15. Let's go together.
16. It is cold weather.
17. My shoes are made of leather.
18. This is smoother.
19. At the zoo we saw a panther.
20. The weatherman said it would be cooler.
21. Is the puzzle all together?
22. Grandmother had a featherbed.
23. You can go; otherwise I'll ask him.
24. Bertha is her name.
25. Daddy lathers his face to shave.
26. This clothing is to be sent away.
27. The feathers blew everywhere.
28. On Sunday we went to the cathedral.
29. They were hunting hither and thither.
30. Our forefathers fought for liberty.
31. We weathered the storm well.
WORD DRILL FOR THE VOICED "TH" IN THE FINAL POSITION

breathe
bathe
clothe
smooth
soothe
lathe
reclote
wreathe
loathe
scythe
seethe
sheath
writhe

SENTENCE DRILL FOR THE VOICED "TH" IN THE FINAL POSITION

breathe 1. You breathe air.
breathe 2. Breathe deeply.
bathe 3. We will bathe the baby.
bathe 4. I like to bathe.
clothe 5. Clothe the baby.
soothe 6. Did it soothe you?
lathe 7. There is a lathe.
lathe 8. He has a wood lathe.
smooth 9. That is smooth.
breathe 10. Breathe deeply, please.
breathe 11. Breathe in and then breathe out.
bathe 12. Bathe the dog.
bathe 13. Thelma will bathe the dog.
sheath 14. Sheath that knife, please.
scythe 15. The scythe was left in the field.
writhe 16. He seemed to writhe in pain.
seethe 17. To seethe with anger is not wise.
loathe 18. It is not right for you to loathe that person.
THE "BUZZ SAW" SOUND

Placement: The grooved tongue is placed by the dental ridge behind the upper incisors. There is not a complete obstruction. As illustrated, the teeth are slightly parted.

Pressure: The air pressure sets the vocal cords into vibration and continues through the oral cavity. The air stream is distorted as it strikes the tongue tip.

Release: The air stream is released through the partial blockage created by the tongue placement. The air stream continues over the tip of the tongue and it is released.

Homophones: sh

The sound is visible.

The sound is voiced.

The "zh" sound can be felt in the throat.

Note: There are no words with the "zh" sound in the initial position. Use the following page for delayed speech, or for lipreading.
A DRILL FOR HELPING BUILD A BASIC VOCABULARY

Show me your nose. Show me your back.
Show me your foot. Show me your eyebrows.
Show me your head. Show me your tongue.
Show me your ears. Show me your ribs.
Show me your elbow. Show me your knuckles.
Show me your leg. Show me your teeth.
Show me your knee. Show me your chest.
Show me your mouth. Show me your fingernails.
Show me your waist. Show me your wrist.
Show me your shoulders. Show me your chin.
Show me your fingers. Show me your cheeks.
Show me your hair. Show me something blue.
Show me your hand. Show me something red.
Show me your ankle. Show me something white.
Show me your forehead. Show me something yellow.
Show me your thumb. Show me something black.
Show me your fist. Show me something brown.

SUGGESTION: Use the parts of the body. As you point to them, ask, "What is this?"

PREPOSITIONAL DRILLS

Use the words "Put the book" before each of the following:

on your lap over the lamp around the table
on the table beneath the cover beside the table
under the table against a table leg below the table
by the table above the table in a corner
WORD DRILL FOR THE "ZH" BLEND IN THE MEDIAL POSITION

<table>
<thead>
<tr>
<th>division</th>
<th>casual</th>
<th>composure</th>
</tr>
</thead>
<tbody>
<tr>
<td>actual</td>
<td>decision</td>
<td>leisure</td>
</tr>
<tr>
<td>treasure</td>
<td>occasionally</td>
<td>treasury</td>
</tr>
<tr>
<td>usual</td>
<td>invasion</td>
<td>adhesion</td>
</tr>
<tr>
<td>confusion</td>
<td>Asia</td>
<td>illusion</td>
</tr>
<tr>
<td>vision</td>
<td>leisurely</td>
<td>transfusion</td>
</tr>
<tr>
<td>explosion</td>
<td>visual</td>
<td>cashmere</td>
</tr>
<tr>
<td>pleasure</td>
<td>unusual</td>
<td>fantasia</td>
</tr>
<tr>
<td>measure</td>
<td>treasurer</td>
<td>excursion</td>
</tr>
<tr>
<td>enclosure</td>
<td>corrosion</td>
<td>averion</td>
</tr>
<tr>
<td>measurement</td>
<td>seizure</td>
<td>luxurious</td>
</tr>
<tr>
<td>usually</td>
<td>foreclosure</td>
<td>aphasia</td>
</tr>
<tr>
<td>exposure</td>
<td>casualty</td>
<td>conversion</td>
</tr>
<tr>
<td>conclusion</td>
<td>provision</td>
<td>disclosure</td>
</tr>
</tbody>
</table>

NOTE: Mirage, garage, barrage, camouflage, entourage, and rouge are examples of the "zh" blend in the final position.

SENTENCE DRILL FOR THE "ZH" BLEND IN THE MEDIAL POSITION

1. We are looking for a lost treasure.
2. He measured my height.
3. Let's take a little pleasure trip.
4. That is unusual.
5. We can do division.
6. Billy is our treasurer.
7. There is too much confusion.
8. The magician did an illusion.
9. He acts in a casual manner.
10. Usually they are on time.
11. What conclusion did the teacher make?
Both sounds are voiced.
Both sounds can be felt in the throat.
Both sounds are visible.
Suggestions: Have the child imitate his favorite cartoon character making the sound of the "dw" blend.
WORD DRILL FOR THE "DW" BLEND

<table>
<thead>
<tr>
<th>Word</th>
<th>dwarying</th>
<th>dwindle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duayne</td>
<td>dwarf</td>
<td>dwindled</td>
</tr>
<tr>
<td>Dwight</td>
<td>dwelling</td>
<td>dwindles</td>
</tr>
<tr>
<td>dwarf</td>
<td>dwellings</td>
<td>dwindling</td>
</tr>
<tr>
<td>dwarfed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISES FOR THE "DW" BLEND

Use the vowels for nonsense syllable drills. Add "dw" to them.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>dway</td>
<td>dwary dway</td>
<td>dway dwee</td>
<td></td>
</tr>
<tr>
<td>dwee</td>
<td>ee dwee</td>
<td>dwee dwi</td>
<td></td>
</tr>
<tr>
<td>dwi</td>
<td>i dwi</td>
<td>dwi dwo</td>
<td></td>
</tr>
<tr>
<td>dwo</td>
<td>o dwo</td>
<td>dwo dwoo</td>
<td></td>
</tr>
<tr>
<td>dwoo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>dway dwee dwi</td>
<td>dway dwee dwi dwoo</td>
<td></td>
</tr>
<tr>
<td>dwee dwi dwo</td>
<td>dwi dwo dwoo</td>
<td></td>
</tr>
<tr>
<td>dwi dwo dwoo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SENTENCES FOR THE "DW" BLEND

1. Duayne is his name.
2. Did you see Dwight?
3. We saw a dwarf.
4. That same tree looks dwarfed next to the big building.
5. These Indians dwell in cave homes.
6. This cave is an Indian dwelling.
7. These dwellings are going to be torn down.
8. After a drought, the rivers dwindle to mere streams.
9. Our gold supply was dwindling.
WORD DRILL FOR THE "GW" SOUND IN THE INITIAL POSITION

Gwendolyn  Guam  Guinevere
Guatemala

WORD DRILL FOR THE "GW" SOUND IN THE MEDIAL POSITION

penguin  anguish
language  linguistics
jaguar  linguist
penguins  lingual
languages  linguistic
distinguish  linguistical
extinguish  bi-lingual
linguistically
penguinery
languishment
relinguish
relinguishing
jaguars

SENTENCE DRILL FOR THE "GW" SOUND:
INITIAL AND MEDIAL POSITIONS

Gwendolyn  1. Gwendolyn is a girl's name.
Guatemala  2. Guatemala is a country.
penguin  3. We saw a little penguin.
language  4. I try to use proper language.
jaguar  5. The jaguar belongs to the cat family.
unqualified  6. The boxer was unqualified for any more matches.
disqualified  7. The wrestler was disqualified.
linguist  8. A linguist can speak many languages.
linguistically  9. Linguistically speaking, you are correct.
jaguar  10. When you say jaguar, are you referring to an animal or a car?
extinguish  11. Extinguish the light, please.
distinguish  12. Distinguish between these two.
Guam  13. He fought in Guam during the war.
THE "WH" SOUND

Placement: The lips are in a small, tense, puckered position as if ready to whistle.

Pressure: The unvoiced air passes to the lips.

Release: The air pressure is released as the lips are released and extended to a relaxed position.

Homophones: w

The "wh" sound is visible.
The "wh" sound is unvoiced.
The sound cannot be felt in the throat.

Suggestions: To establish the lip position, have the child pretend (1) he is going to whistle, (2) to be a fish blowing bubbles, or (3) to be a grown-up blowing smoke rings.
WORD DRILL FOR THE "WH" SOUND: INITIAL POSITION

wheel
whoa
whip
white
where
whisper
when
whiskers
whistle
whale
why
what
wheelbarrow
which
whistles
whistling
whirlpool
whack
whipping
wheat
whiz
whine
whisperer
whining
wherever
whittle
whether
whinny
whirlwind
whirling
whenever
whatever
whispering
while
whim
whet

EXERCISES FOR THE "WH" SOUND: INITIAL POSITION

Note: Have the older child do this type of work. Complete the "wh" words in the sentences. Below the blanks are some letters to help the student make the right choice.

1. The man's shirt is wh___________.
   ike ight ite

2. Wh__________ will you wear?
   ap ad at

3. Buy some whole wh___________ bread, Willy.
   eak eat ean

4. Wh__________ one will you want?
   Ich ik it

5. The car has four wh___________.
   eels eles ells

6. Wh__________ will we leave?
   em ep en

7. Watch the wheels wh__________.
   erl earl irl

8. Daddy shaves his wh___________.
   ispers iskers isters
WORD DRILL FOR THE "WH" SOUND IN THE MEDIAL POSITION

Snow White, steering wheel, somewhere, whole wheat, anywhere, horsewhip, meanwhile, spinning wheel, buckwheat, nowhere
worthwhile, pinwheel, buggy whip, bobwhite, everywhere, awhile, elsewhere, handwheels, three-wheeler
overwhelm, brake-wheel, erstwhile, two-wheeler, cat-whisker, overwhelmingly, overwhelmed, overwhelming, cartwheels

SENTENCE DRILL FOR THE "WH" SOUND IN THE MEDIAL POSITION

Snow White 1. We saw Snow White!
steering wheel 2. He has a white steering wheel.
nowhere 3. He went nowhere.
everywhere 4. Everywhere we went, it rained.
horsewhip 5. Did you see the horsewhip?
buggy whip 6. We will find a buggy whip.
worthwhile 7. That is worthwhile.
elsewhere 8. Did you look elsewhere?
handwheels 9. Mary can do handwheels.
spinning wheel 10. Grandmother has a spinning wheel.
two-wheeler 11. My sister has a two-wheeler.
overwhelming 12. For Tom the vote was overwhelming.
meanwhile 13. Meanwhile he wanted to rest.
somewhere 14. Your coat is somewhere.
pinwheel 15. Blow on the pinwheel.