

Randomized Home Practice Sheets

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A Note From The Author

This packet includes a variety of home practice options to facilitate generalization.

Treatment in San Diego Unified School District follows the principles of motor learning theory (phonetic) and the complexity approach (phonemic). Motor learning theory suggests that randomized practice leads to retention of new skills. Therefore, each homework sheet requires students to self-monitor during randomized practice. There are also a variety of activities so that students become flexible in sound practice and engage in metacognitive activities.

The complexity approach advocates teaching later-developing, nonstimulable sounds. Moreover, current research (Morrisette & Gierut, 2002, Storkel & Morrisette, 2002) suggests that teaching high-frequency/low-density words yield greater generalization for students working on one or two sounds. Consequently, all words included in these activities have these lexical properties. Please refer to the document entitled "High Frequency Word List" on SLPath.com for more details on these principles. These home practice sheets apply current best practices for treating mild articulation errors.

The Word Scrambles pages were created based on a book called *Making Words* (Cunningham et al), which includes activities to teach kids the alphabetic principle. This idea was extended to target later-developing sounds (/r/, /er/, /ear/, /or/, s-clusters, /s/, /l/, /f/, /tʃ/, /θ/, and /ð/ through randomized practice. They are more challenging home activities for you to include in your home practice repertoire. They will be appropriate for some children depending on age and literacy skills.

Also included in this packet are Conversation Practice sheets for students to practice using their target sounds in conversation at home. They include kid-friendly topics that the whole family could discuss or that a student could share with a friend. There is a place for parent signature and a note about the fact that research supports the idea that home practice is critical for generalization.

The children find as many words with the given letters as possible. It would be helpful for them to write down the individual letters on small pieces of individual paper in order to rearrange them into a variety of words. For example, when given the letters a e c h p r t, the child would have seven small pieces of paper with these seven letters. Then, he or she would rearrange them to make as many words as possible, such as cap, chap, each, peach, teach, patch, chapter, etc. As words are found, they are written on the provided lines. After finding all of the words, the child practices the found words at the level indicated. For instance, if the child writes "peach" next to P (phrase), he or she will say "peach" in a phrase. There is a key at the bottom of each page to remind the kids what each abbreviation means.

During the course of finding words, the child will inevitably find words that do not include the target sound and it is okay for him or her to practice this word, too. Some of

the motor learning literature suggests that randomized practice should include words without the target sound. That way, the child must think about when to use the target and the practice will be distributed. It will align more with day-to-day conversation during which (of course) only some words have his or her sound. It might be beneficial to complete one of these sheets during a group activity so the kids can more easily complete the assignment at home or with a speech buddy.

We appreciate you ordering this e-book from SLPath.com. A great deal of time and effort went into creating these downloadable documents, and your financial support helps to defray the cost of maintaining this website. While we encourage you to use these exercises in your own treatment programs, we do ask that you not redistribute this work to others, but rather encourage them to order directly from SLPath.com. Thank you for your support and for making a positive difference in the lives of children.

Jennifer Taps, M.A., CCC-SLP

Table Of Contents

I. Homework Sheets	1
a. /air/ sound	2
b. /ar/ sound	9
c. /ear/ sound	18
d. /er/ sound	23
e. Initial /r/ sound	32
f. /l/ sound	41
g. Initial /s/ sound	50
h. Medial /s/ sound	59
i. Final /s/ sound	68
j. /f/ sound	77
k. /tʃ/ sound	86
l. /dʒ/ sound	95
m. /θ/ sound	104
n. /ð/ sound	113
II. Word Scrambles	122
a. /sh/ sound	123
b. /ch/ sound	127
c. /ear/ sound	133
d. /er/ /ear/ sounds	135
e. /er/ sound	138
f. /l/ sound	143
g. /or/ sound	147
h. /r/ sound	150
i. /s/ sound	155
III. Conversation Practice	162-182

I. Homework Sheets

a. /air/ sound

Cryptogram - air

Decode the message by finding each substitute letter or symbol.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
15	21	1	13	11	16	26	12	23	19	2	17	24	20	10	18	14	6	3	22	9	4	7	5	8	25

23 22
23 3
20 11 1 11 3 3 15 6 8
22 10
18 6 15 1 22 23 1 11

3 18 11 11 1 12
23 20
4 15 6 23 10 9 3
3 23 22 9 15 22 23 10 20 3

After you have solved the puzzle, say the sentence 12 times while whispering, five times while changing between a high and a low voice, eight times while pretending to yell, two times while speaking quickly and nine times while talking like a robot. You can keep track of how many times you said it by counting on your fingers or by using tallies on your paper.

Different directions are given for each assignment so your child can practice his/her target sounds in as many ways as possible. If he/she can use these sounds during a variety of activities, your child will transfer the good sounds to speaking situations at home, school and in the community. Research has shown that home practice is critical for progress; therefore, all Speech Improvement Class students are required to complete this every week.

Student/Parent signature

Cryptogram - air

Decode the message by finding each substitute letter or symbol.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
15	21	1	13	11	16	26	12	23	19	2	17	24	20	10	18	14	6	3	22	9	4	7	5	8	25

I T I S N E C E S S A R Y T O P R A C T I C E
 23 22 23 3 20 11 1 11 3 3 15 6 8 22 10 18 6 15 1 22 23 1 11
S P E E C H I N V A R I O U S S I T U A T I O N S .
 3 18 11 11 1 12 23 20 4 15 6 23 10 9 3 3 23 22 9 15 22 23 10 20 3

After you have solved the puzzle, say the sentence 12 times while whispering, five times while changing between a high and a low voice, eight times while pretending to yell, two times while speaking quickly and nine times while talking like a robot. You can keep track of how many times you said it by counting on your fingers or by using tallies on your paper.

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 Student/Parent signature

Double Puzzle - air

Unscramble each word. Then use the marked letters to solve the second puzzle. You can get extra practice by saying each word out loud as you figure it out. After you have solved each word, roll the dice and say each word the number of times you rolled. For instance, if you roll a six, say the word six times. You can keep track of how many times you said it by counting on your fingers or by using tallies on your paper.

TRROEFHE

T	H	E	R	E	F	O	R	E
---	---	---	---	---	---	---	---	---

6 32 24 27 16 20 30

EEHRW

W	H	E	R	E
---	---	---	---	---

1

ILTYMIAR

M	I	L	I	T	A	R	Y
---	---	---	---	---	---	---	---

3 18 19

EYCRENSSA

N	E	C	E	S	S	A	R	Y
---	---	---	---	---	---	---	---	---

2 22

YSRAETCER

S	E	C	R	E	T	A	R	Y
---	---	---	---	---	---	---	---	---

5 9 31 15 23 11

ASQREU

S	Q	U	A	R	E
---	---	---	---	---	---

28 4 29

YRVA

V	A	R	Y
---	---	---	---

8 14

OIRSVUA

V	A	R	I	O	U	S
---	---	---	---	---	---	---

10 26 17

ARENCAMI

A	M	E	R	I	C	A	N
---	---	---	---	---	---	---	---

7 21 12 13 25

W	E	M	U	S	T	b	E	V	E	R	Y	C	A	R	E	F	U	L	T	O	L	I	S	T	E	N		
<small>1 2</small>		<small>3 4 5 6</small>				<small>7</small>		<small>8 9 10 11</small>				<small>12 13 14 15 16 17 18</small>							<small>19 20</small>		<small>18 21 22 23 24 25</small>							
T	O	O	U	R	S	P	E	E	C	H	.																	
<small>6 26</small>		<small>20 4 27</small>			<small>28</small>	<small>29 30 31 32</small>																						

After you have figured out the secret message, say the sentence four times while stretching, two times while standing up, six times while putting your hands in the air and seven times while walking sideways. Remember to think about your speech while you do all of these things.

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Student/Parent signature

Word Search - air

Find the hidden words within the grid of letters. Practice with your rolling dice. Roll the dice and say the word in a sentence the number of times that you roll. For example, if you roll three for "square," you could say "We play four square at recess" three times. You can keep track of how many times you said it by counting on your fingers or by using tallies on your paper.

H K A M S V E N G G F K P Y Y V P Q C S
H V X N I M A X B J M Z X W B Z W J Q H
B Q S W Z C F H K W Y L G T J K E T L H
J V A R I O U S Z N R X D D W P G M D H
U I Y R M U A I K M A X K L X H I O D A
J G E R W P H M E U T P G F X V D I R J
D M L E A N Z O G K I I Q V R P P W E S
A T E U F T J Z S W L L B X B S W V V G
S Y R A S S E C E N I F H Y Q X T J G W
T Q U Y G P P R P E M I V A Q F X M X T
R G U P V C J U C E Q E W J X G L M L I
J S B A S A P W E E R D B T P X G A A A
C E O M R U B H H Y S K H E G W W Q R O
Z U X U T E W M G Y Z E Z F W D V V O K
K Q Z W Y I H G K X R E E K H U Z A P R
J V L P J P E C E E G H B F Q A T R S U
Q S Z A C E R A F U H F M Y M C O S H M
M J R Q G K E O N H Z P I H Y S B A I B
M M B W N E R S A B W A E T U K W K Z T
F F Z O S E R G R N L Q Q Q P Y R W Y T

American necessary square various where
military secretary therefore very

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Word Search - air

Find the hidden words within the grid of letters. Practice with your rolling dice. Roll the dice and say the word in a sentence the number of times that you roll. For example, if you roll three for "square," you could say "We play four square at recess" three times. You can keep track of how many times you said it by counting on your fingers or by using tallies on your paper.

H K A M S V E N G G F K P Y Y V P Q C S
H V X N I M A X B J M Z X W B Z W J Q H
B Q S W Z C F H K W Y L G T J K E T L H
J V A R I O U S Z N R X D D W P G M D H
U I Y R M U A I K M A X K L X H I O D A
J G E R W P H M E U T P G F X V D I R J
D M L E A N Z O G K I Q V R P P W E S
A T E U F T J Z S W L L B X B S W V V G
S Y R A S S E C E N F H Y Q X T J G W
T Q U Y G P P R P E M I V A Q F X M X T
R G U P V C J U C E Q E W J X G L M L I
J S B A S A P W E E R D B T P X G A A A
C E O M P U B H H Y S K H E G W W Q R O
Z U X U T E W M G Y Z E Z F W D V V O K
K Q Z W Y I H G K X R E E K H U Z A P R
J V L P J P E C E E G H B F Q A T R S U
Q S Z A C E R A F U H F M Y M C O S H M
M J R Q G K E O N H Z P I H Y S B A I B
M M B W N E R S A B W A E T U K W K Z T
F F Z O S E R G R N L Q Q Q P Y R W Y T

American necessary square various where
military secretary therefore very

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Student/Parent signature

II. Word Scrambles

a. /sh/ Word Scrambles

Speech Homework – sh

Letters: i i f g h n s

There are many words that you can make with these letters, including four that have the “sh” sound in them. Figure out as many words as you can and write them below. You can write each letter on a card and move the letters around to make different words.

P _____	W _____
S _____	ST _____
W _____	P _____
P _____	W _____
S _____	S _____
P _____	ST _____
W _____	P _____
SO _____	W _____
S _____	S _____
W _____	W _____

After you find the words, say the sound, word, phrase, sentence or short story. For example, if you write the word “in” next to “S,” you will make up a sentence to say like “The dog is in the box.” Please look at the key below so you know what to say.

Abbreviation	What to say
SO =	Sound
W =	Word
P =	Phrase (2-3 words)
S =	Sentence
ST =	Short story

Student/Parent signature

Different directions are given for each assignment so your child can practice his/her target sounds in as many ways as possible. If he/she can use these sounds during a variety of activities, your child will transfer the good sounds to speaking situations at home, school and in the community. Research has shown that home practice is critical for progress; therefore, all Speech Improvement Class students are required to complete this every week.

Speech Homework – sh

Letters: e u d h p s

There are many words that you can make with these letters, including four that have the “sh” sound in them. Figure out as many words as you can and write them below. You can write each letter on a card and move the letters around to make different words.

P _____	W _____
S _____	ST _____
W _____	P _____
P _____	W _____
S _____	S _____
P _____	ST _____
W _____	P _____
SO _____	W _____
S _____	S _____
W _____	W _____

After you find the words, say the sound, word, phrase, sentence or short story. For example, if you write the word “up” next to “S,” you will make up a sentence to say like “I went up the ladder.” Please look at the key below so you know what to say.

Abbreviation	What to say
SO =	Sound
W =	Word
P =	Phrase (2-3 words)
S =	Sentence
ST =	Short story

Student/Parent signature

Different directions are given for each assignment so your child can practice his/her target sounds in as many ways as possible. If he/she can use these sounds during a variety of activities, your child will transfer the good sounds to speaking situations at home, school and in the community. Research has shown that home practice is critical for progress; therefore, all Speech Improvement Class students are required to complete this every week.

Speech Homework – sh

Letters: a e e h l l s s

There are many words that you can make with these letters, including six that have the “sh” sound in them. Figure out as many words as you can and write them below. You can write each letter on a card and move the letters around to make different words.

P _____	W _____
S _____	ST _____
W _____	P _____
P _____	W _____
S _____	S _____
P _____	ST _____
W _____	P _____
SO _____	W _____
S _____	S _____
W _____	W _____

After you find the words, say the sound, word, phrase, sentence or short story. For example, if you write the word “he” next to “S,” you will make up a sentence to say like “He is in third grade.” Please look at the key below so you know what to say.

Abbreviation	What to say
SO =	Sound
W =	Word
P =	Phrase (2-3 words)
S =	Sentence
ST =	Short story

Student/Parent signature

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III. Conversation Practice

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Speech Homework – Conversation Practice

Name _____

Write three words (or more) below that have your sound and use them while you talk about this with someone at home or school. Please talk for at least five minutes and think about your sounds to help everyone understand your message.

Tell me about a time when you helped someone.

Words with my sound(s) to use during the conversation:

1. _____
2. _____
3. _____

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Student/Parent signature

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