

DOT PRESCHOOL

Early Developing Sounds



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Introduction

Speech-language pathologists working with preschool-aged children often serve children that are having difficulty being understood by those around them. Helping these children achieve intelligible, age-appropriate speech so they become effective communicators is often a top priority for speech-language pathologists. This is a priority because research has shown that there is an observed relationship between early phonological disorders and subsequent phonological awareness, reading, writing, spelling, and mathematic abilities (Bird, Bishop, & Freeman, 1995; Catts, 1993; Catts & Kamhi, 1986; Clarke-Klein & Hodson, 1995; Hoffman, 1990; Hoffman & Norris, 1989; King, Jones, & Lasky, 1982; Larrivee & Catts, 1999; Lewis & Freebaim, 1992; Shriberg, Kwiatkowski, Best, et al., 1986; Raitano, Pennington, Tunick, et al., 2004; Rvachew, Ohberg, Crawburg, et al., 2003; Webster, Plante, & Couvillion, 1997). This can potentially affect an individual throughout the lifespan by impacting negatively on educational goals, occupational opportunities, and social interactions (Bebout & Arthur, 1992; Felsenfeld, Broen, & McGue, 1992; Freeby & Madison, 1989; Lewis, 1990; Shriberg & Kwiatkowski, 1988). It is critical to enhance children's speech while they are young to assist in mitigating the less than optimal effects this may have on their life. Research illustrates that those who do receive clinical treatment for their phonological disorders have better long-term social, academic, and communication prognoses than those who do not (King et al., 1982; Kwiatkowski & Shriberg, 1993; Shriberg, Gruber, & Kwiatkowski, 1994; Shriberg, Kwiatkowski, & Gruber, 1994).

We know there are many treatment strategies for speech sound disorders and there is a body of research that examines the efficacy of the various treatments (Bowen, 2005; Gierut, 1998; Kamhi, 2005). Based on this knowledge, *DOT Preschool Early Developing Sounds* was designed to provide a speech production workbook that contains motivating activities for speech-language pathologists to use as they assist their younger students in acquiring more intelligible, age-appropriate speech. This workbook can be used in conjunction with many of the treatment strategies described in the literature mentioned above. It contains worksheets targeting eighteen sounds: p, b, t, d, k, g, m, n, f, v, w, h, s, sh, ch, l, s-blends, and l-blends. All sounds are targeted in the initial and final word positions, except for w, h, s-blends, and l-blends, which are *only* targeted in the initial word position. The target words were carefully chosen to have simplistic syllable shapes. Multisyllabic words are targeted separately. There are several pages per section to assist your students in getting plenty of practice within each area.

DOT Preschool—Early Developing Sounds also contains many supplemental pages to assist in maximizing therapy time and decreasing preparation time. A *Guidelines for Play* page gives a brief description of how to use the game pages. A *Game Variations/Suggestions* page provides extra ideas for adding variety to your therapy sessions using this workbook. A *Preschool Routine Ideas* page provides suggestions for incorporating the game pages into the routine of the typical preschool classroom. You may copy and implement the *Tracking Chart* to track student progress. A *Certificates* page provides motivating certificates that can be given to children for showing progress. Blank *Master Sheets* and *Phoneme-Specific Cards* are located in the back of the book and give you the flexibility of customizing worksheets for individual needs, if desired.

As with the other *DOT* workbooks in this series, the paint markers (bingo-type markers) included with this workbook serve as the motivation component. Each student should be given a paint marker and a game sheet prior to following the directions that appear at the top of each worksheet. The students are able to “dot” the open circles on their game sheets as they correctly say the target word. Many students find the use of the paint markers motivating time after time. However, other items can be used as incentives as you progress through this book. An entire page of *Game Variations/Suggestions* is included to assist you in keeping these game sheets motivating each time you use them. *DOT Preschool—Early Developing Sounds* provides a unique and motivating format for students to enhance their speech and intelligibility skills.

I hope you will find the activities on these game sheets useful, effective, and encouraging for the children you serve!

Guidelines For Play

Designed with the busy speech-language pathologist in mind, the following is a brief synopsis about how to use this book.

- Choose an appropriate target sound and position.
- Select and photocopy a corresponding game sheet by locating it in the *Table of Contents*.
- Give the student the page and a paint marker.
- Easy-to-follow directions appear at the top of each game sheet. The basic format is for each student to:
 1. Say a target word located on the game sheet.
 2. Use the paint marker to place a dot in an open circle.
- The sequence continues until all the circles are dotted in.

Remember that different students can use different pages even if they are in the same therapy group because the basic premise is the same for all pages (e.g., say a target word and dot in a circle). You can follow the directions supplied at the top of each page or alter them using the *Game Variations/Suggestions* page.

Game Variations/Suggestions

Specific directions for play appear at the top of each game sheet. These directions can be altered so that you can use the same game pages over and over again with a new twist each time. Listed here are some ways to add variety by changing the directions:

- Have the students say each target word on their game sheet prior to starting the activity.
- Have the students listen to you say the words as an auditory bombardment activity.
- Have the students place magnetic chips and use a wand, instead of using the paint marker.
- Have the students place stickers in the circles, instead of using the paint marker.
- Have the students place stamps in the circles, instead of using the paint marker.
- Have the students color in the circles with crayons, instead of using the paint marker.
- Have the students place small snacks (e.g., cereal, fish crackers, raisins, etc.), instead of using the paint marker.
- Have the students take home the completed game sheet and say each word to their parents/homework partner.
- Laminate game pages and use them as placemats during snack time at school, or send them home for use at meal time in the home. The students “earn” small food items to place in the circles upon correct target word production. They then eat the food once all the circles are complete.
- Laminate game pages and use them as play mats during playtime. The students “earn” any small toy item (e.g., pieces of play-doh, small toy animals, etc.) to place in the circles upon correct target word production.
- Have the students switch paint markers after every third (or other designated amount) response. This way, their game sheet will have multiple colors on it.
- Have the students fill out their own game sheets by drawing pictures or gluing the phoneme specific cards on the *Master Sheets* which are included in the back of this book.
- To extend play, have the students place small snacks in the circles and when the page is finished, they get to eat the snack. Then reuse the page by having them use the paint markers.
- To shorten play, have the students dot in two circles for each correct production.
- For advanced therapy, have the students roll a die. The amount on the die determines how many times the target word needs to be said prior to dotting in a circle.
- As you play *DOT Preschool—Early Developing Sounds*, you will discover many other fun adaptations and variations. Be sure to note them on the lines below so you can remember them.

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Preschool Routine Ideas

Many speech-language pathologists using this workbook will be working directly in the preschool classroom. Listed here are some ways to incorporate the pages of this workbook into the preschool routine:

- Laminate game pages and use them as placemats during snack time at school. The children “earn” small snack items (e.g., fish crackers, raisins, fruit snacks, cereal, etc.) to place in the circles upon correct target word production. They then eat the food once all the circles are complete. You can use the time they are busy eating their snacks as an auditory bombardment opportunity and talk about all the target words that are on their individual game pages.
- Laminate game pages and use them as play mats during playtime. The students “earn” any small toy item (e.g., pieces of play-doh, small toy animals, etc.) to place in the circles upon correct target word production.
- Use the game pages during small group time and give each child a game sheet targeting his/her specific target sound. (Change the directions using the *Game Variations/Suggestions* page to keep the game pages motivating time after time.)
- Use one game page during circle time. Hold up the page and, moving around the circle, have each student say a target word (or have all the students say the words chorally). After each response, you dot in a circle. (You can have them say the target words with differing vocal qualities such as yelling it, whispering it, singing it, etc.)
- Many game sheets have theme-related artwork. Try to choose appropriate target words that also correspond to the theme your preschool class is working on. (Or use the master sheets and choose an appropriate theme-related page, and have the children draw in target pictures.)
- Take a game page out during recess and stand next to the slide. Each time a child goes down the slide, they take a turn saying a target word and marking it off the page. If all of the circles on the entire page get filled during recess, then the children receive a reward (e.g., sing a favorite song, play with a favorite toy, blow bubbles, etc.)
- Have several game sheets and paint markers available in the art and craft section of the classroom, so the children may choose to use them during free play and when you see them engaging in this activity, you can join and assist/encourage correct techniques.
- As you play *DOT Preschool—Early Developing Sounds*, you will discover many other fun ways that you are able to incorporate these game variations into the classroom. Be sure to note them on the lines below so you can remember them.

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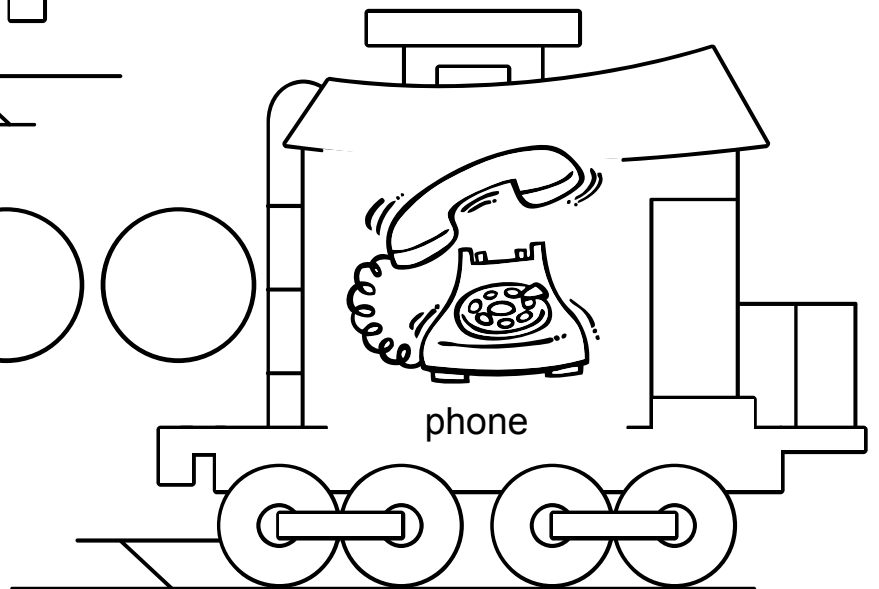
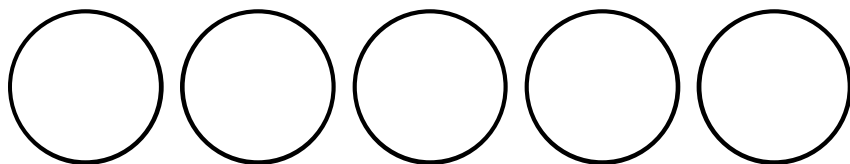
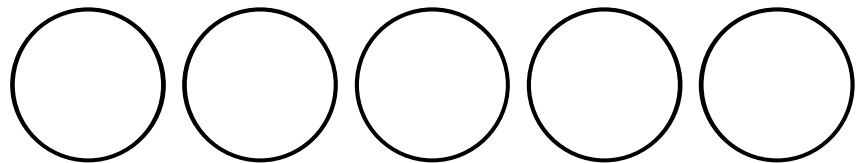
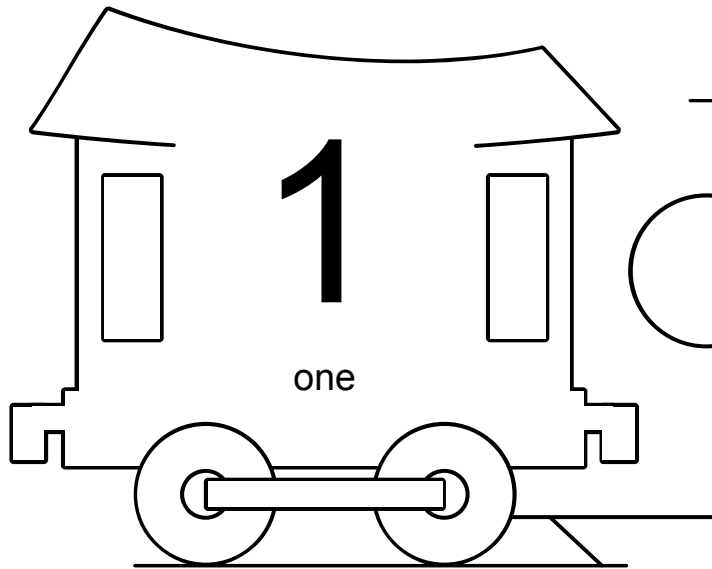
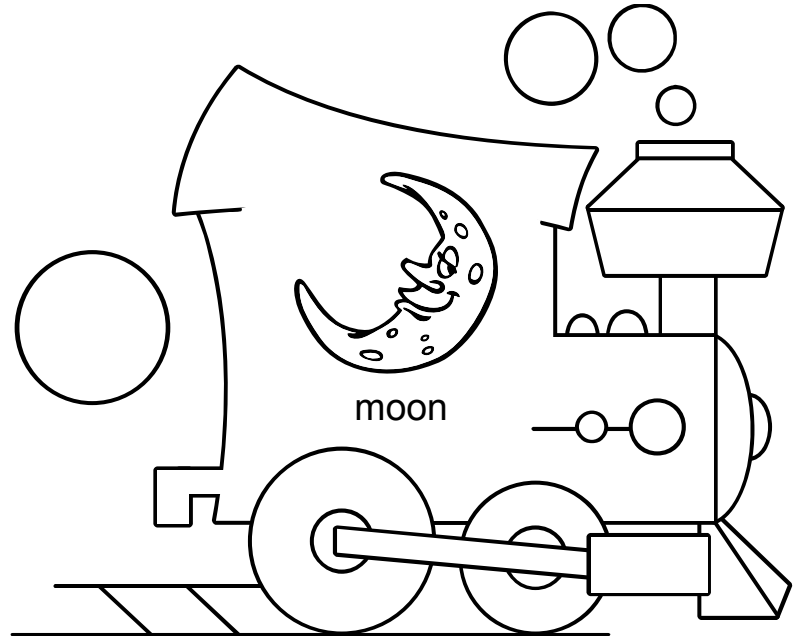
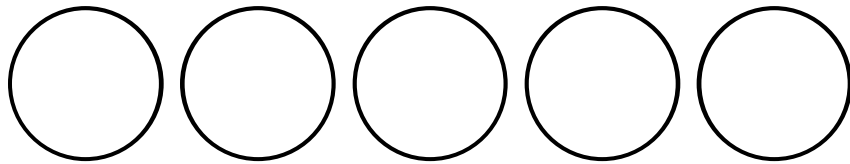
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Choo Choo Train

Name _____

Final /n/

Directions: Name the picture inside each train car. Use your paint marker to dot a circle near the picture after you say it correctly. Continue to say the picture correctly and dot a circle until all of the circles are filled in!

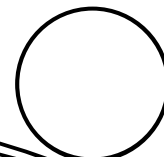
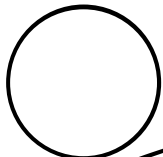
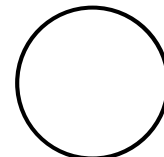
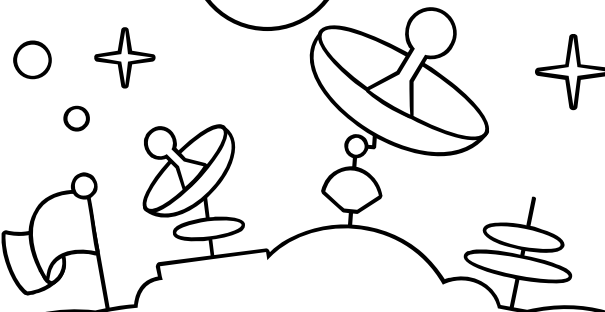
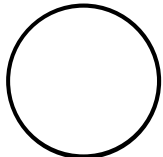
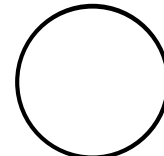
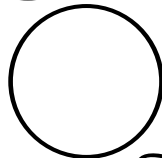
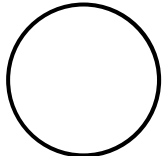
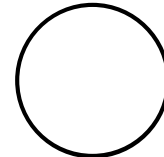
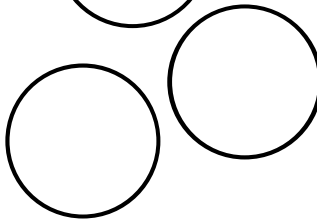
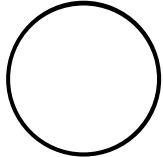
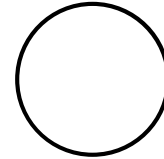
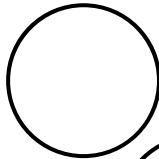
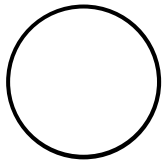
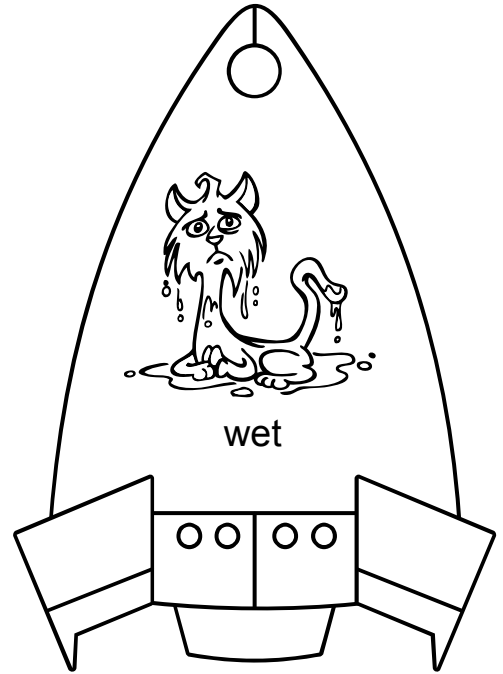
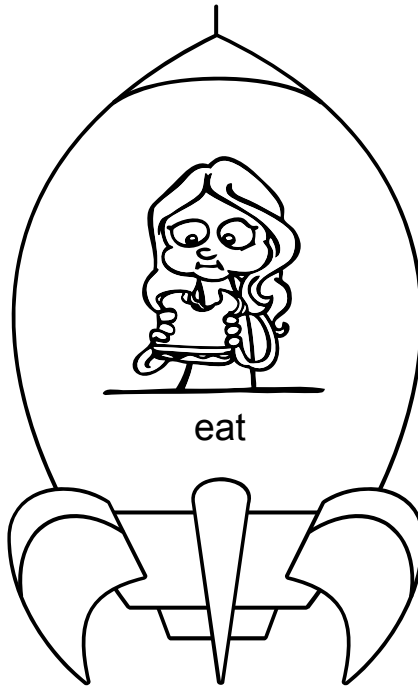
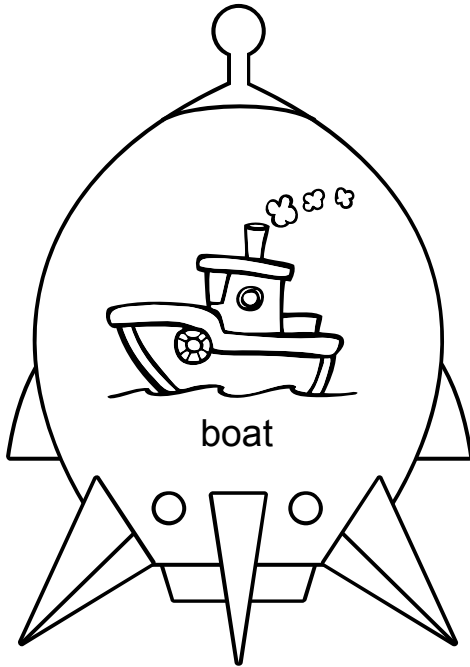


Rocket Blast Off

Name _____

Final /t/

Directions: Name the picture inside each rocket. Use your paint marker to dot a circle under the rocket after you say it correctly. Continue to say the picture correctly and dot a circle until all of the circles are filled in!



Gumballs

Name _____

Initial /g/

Directions: Name the picture inside each large circle. Use your paint marker to dot a small circle near the picture after you say it correctly. Continue to say the picture correctly and dot a circle until all of the circles are filled in!

