

Domain and goal

- Imitates /p/ in single syllables with:
 - /ʊ/ – book
 - /ɪ/ – hit
 - /ʌ/ – fun
 - /eɪ/ – play
 - /o/ – know

Activities

Speech babble practice

The target this week is the phoneme /p/ in a variety of syllables. You can put /p/ at the beginning of the syllable as in /po/ or in the middle as in /apa/. This phoneme is voiceless, if your child vocalises while making the /p/, it will become a /b/ instead. If needed, model a /p/ with no vowel to show your child how to make the sound with no voice. Once he is producing the /p/ correctly, add a variety of vowels and diphthongs.

All speech babble work should be done through audition alone, your child should not be watching your face/lips. If you need to show him to put his lips together or to let him feel the burst of air on his hand when you produce a /p/, always do again right away through listening alone.

The /p/ in the final position is a different sound and production than /p/ in the initial and middle position. Listen as you say the words, 'push', 'apple', and 'stop' in phrases: "I can push. I can eat the apple. Stop at the red light." You will notice some air in the words push and apple but none in the word stop. When a /p/ is found at the end of a syllable in speech babble, or a word in spoken language, it is produced differently. This week, practice the initial and middle position for /p/ in syllables, leave the final position for a later week.

Activities:

- Toy boats on water. Make a variety of syllables before putting each boat in the tub of water.
- Blowing dandelions. Pick dandelions from the garden and do a variety of syllables before blowing each one.
- Pull petals off flowers or dandelions.



| Date | What did your child do? |
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