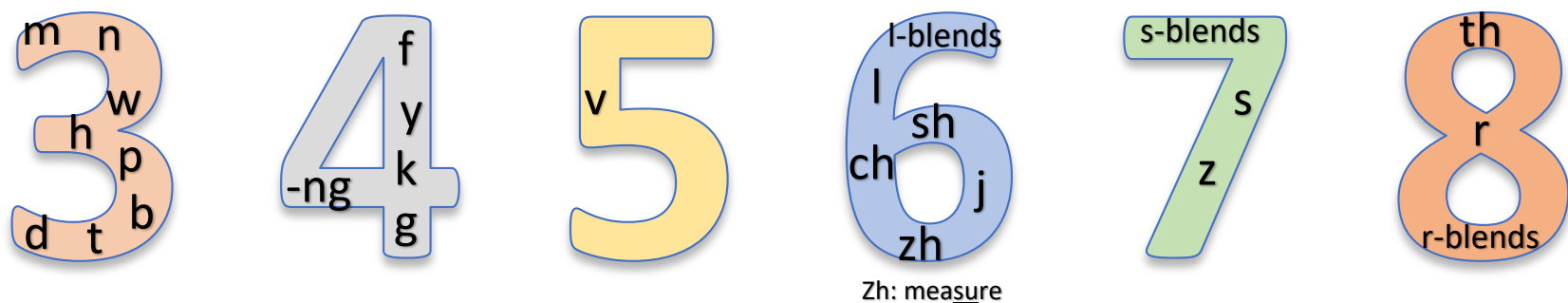


The chart below illustrates the typical developmental progression of individual speech sounds. The sounds within each number indicate the age by which 85% of children have mastered production of that sound. For example, by age 6, 85% of children have mastered production of the “l” sound.



Adapted from Smit, A., Hand, L., Freiling, J., Bernthal, J. & Bird, A. (1990). The Iowa articulation norms project and its Nebraska republication. *Journal of Speech and Hearing Disorders*, 55, 779-798.

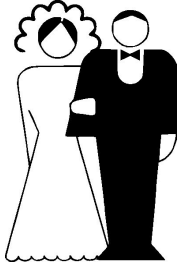
Goldman, R., & Fristoe, M. (2000). *Goldman-Fristoe 2 Test of Articulation*. Minneapolis, MN: Pearson Assessments.

The following chart illustrates examples of speech sound patterns or phonological processes. These errors are often seen during typical speech development, however, should be phased out by the following ages:

Process/Pattern	Example	Age eliminated
Stopping of /f/ and /s/	fish→ tish soap→ doap	3:0
Stopping of /v/ and /z/	vote→tote zoom→ boom	3:6
Final consonant deletion	duck→ du bus→ Bu	3:3
Fronting	cat→ tat goat→ doat	3:6
Weak syllable deletion	Elephant→ ephant banana→ nana	4:0
Cluster reduction	Spoon→ poon clap→ cap	4:0
Deaffrication	Chore→ sore jug→ dug	4:0
Gliding	Run→ wun leg→ weg or yeg	5:0
Stopping of th	Them→ dem thing→ ting	5:0

Adapted from Bowen, C. (1998). Developmental phonological disorders. A practical guide for families and teachers. Melbourne: Acer Press.

**WED**



**RED**



**RAKE**



**WAKE**



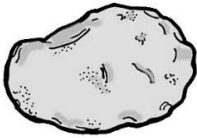
**WEED**



**READ**



**ROCK**



**WALK**

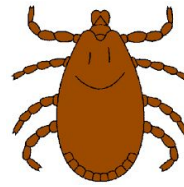


**ARK**





**Kick**



**Tick**



**Tap**



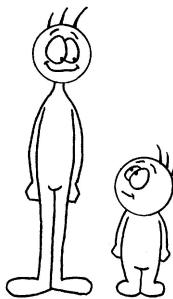
**Cap**



**Key**



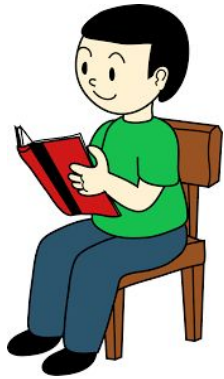
**Tea**



**Tall**



**Call**



**Sit**



**Sick**



**Bike**



**Bite**



**Lake**



**Late**



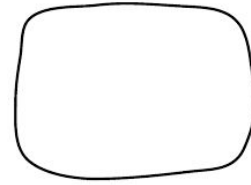
LOCK



WALK



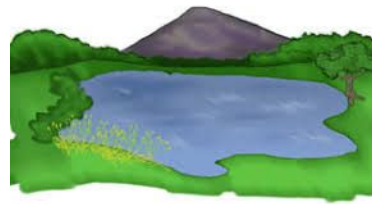
LIGHT



white



Wake Up



LAKE



LIZARD



WIZARD

# My Speech Mouth Multi-pack

- My Speech Mouth Craft
- Label the speech mouth
- Roll a tooth Game





# My Speech Mouth Craft

Materials needed: Colored or white paper

Mini marshmallows—white

Mini marshmallows—colored (optional)

Glue sticks and glue bottles

Scissors

Mouth and tongue patterns (included)

**Instructions:**

1. Print the mouth pattern from page 4 and the tongue pattern from page 5, 6, or 7 (choose your favorite). \*I used regular colored paper—not cardstock, but either will work.

2. **Have the student:**

1. cut out the mouth pattern on page 4

2. cut out the tongue pattern (cut straight back, do not cut around the uvula/throat area).

1. Fold the mouth on each dotted line. (2 folds)

2. Fold the tongue on the dotted line

3. Add paste to the back of the throat section and paste it to the mouth between the folded lines, where indicated.

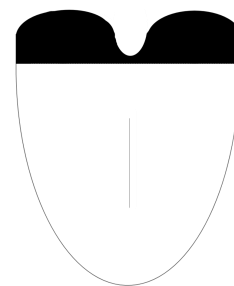
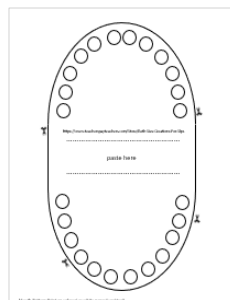
4. If targeting the L, t, d, or n, draw in the alveolar ridge. (optional)

5. Write their name somewhere on the mouth before the next step

6. Glue in marshmallows as teeth. (I use white marshmallows for any teeth the child is not using for his sound. Then I use colored marshmallows on any teeth the child's tongue should be touching when making his target sound.)

3. Label the parts of the tongue/mouth or write the target sound on the part of the tongue the child is using for his target sound.

4. Glue the description of the target sound (from pages 7-13) under the tongue for the child to use when explaining his target sound to his parent(s).

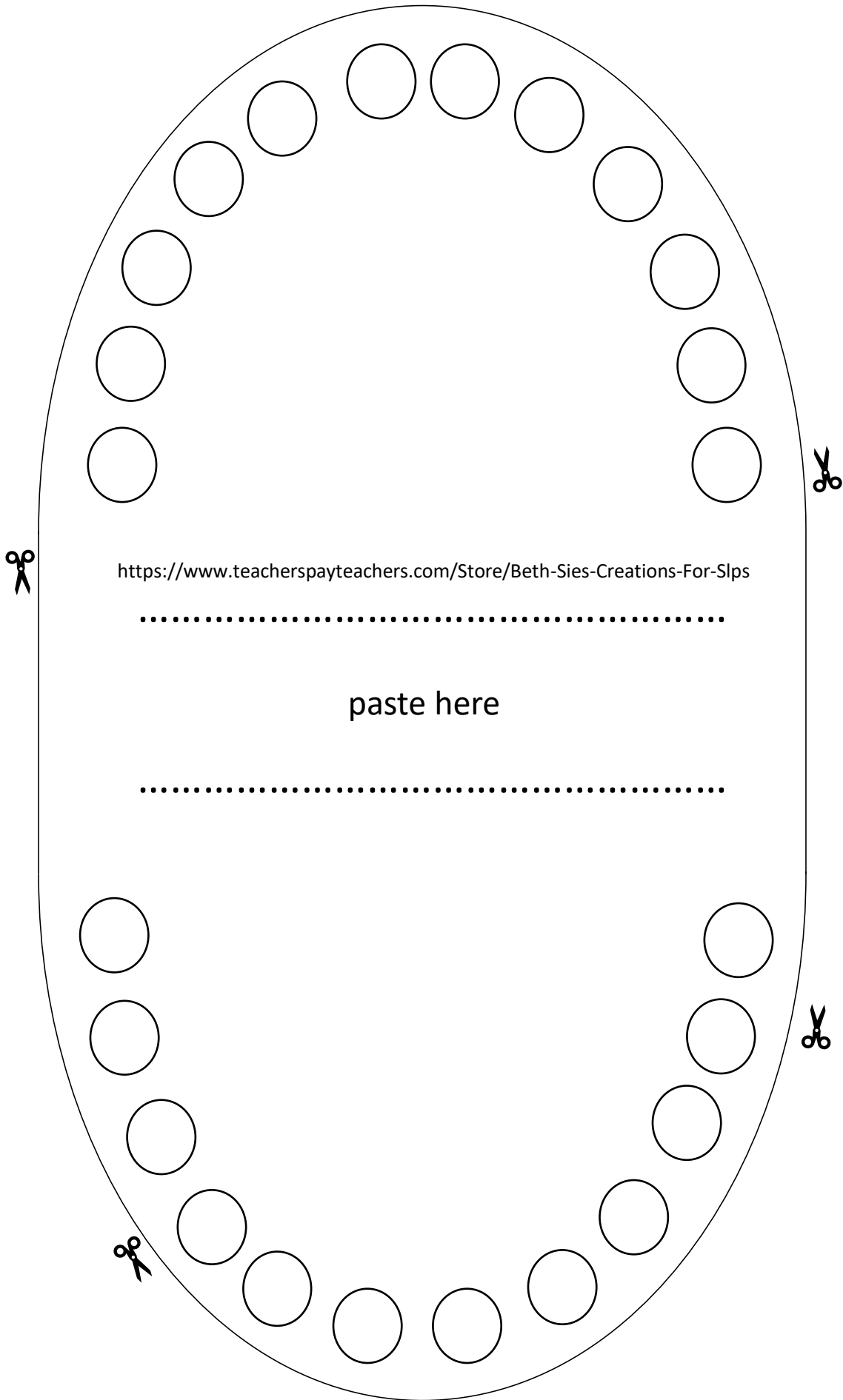




# My Speech Mouth Craft

Other ways to use:

- Have the student follow the directions on his own to complete the craft.
- When gluing the teeth, have the child produce 10 target sounds to earn each marshmallow.
- Let the student earn bonus marshmallows to eat in speech or to take home in a snack bag. (This will help them refrain from eating the marshmallows that have glue on them)
- Complete each step of the mouth as the child learns about it's function. I complete this craft alongside the Anatomy of the mouth lesson found [here](#).
- Let the student name each part of the mouth he already knows. Label and complete the craft as he correctly identifies each part.
- I like to use the tongue pattern that is not labeled and label it as we learn each part and it's function.

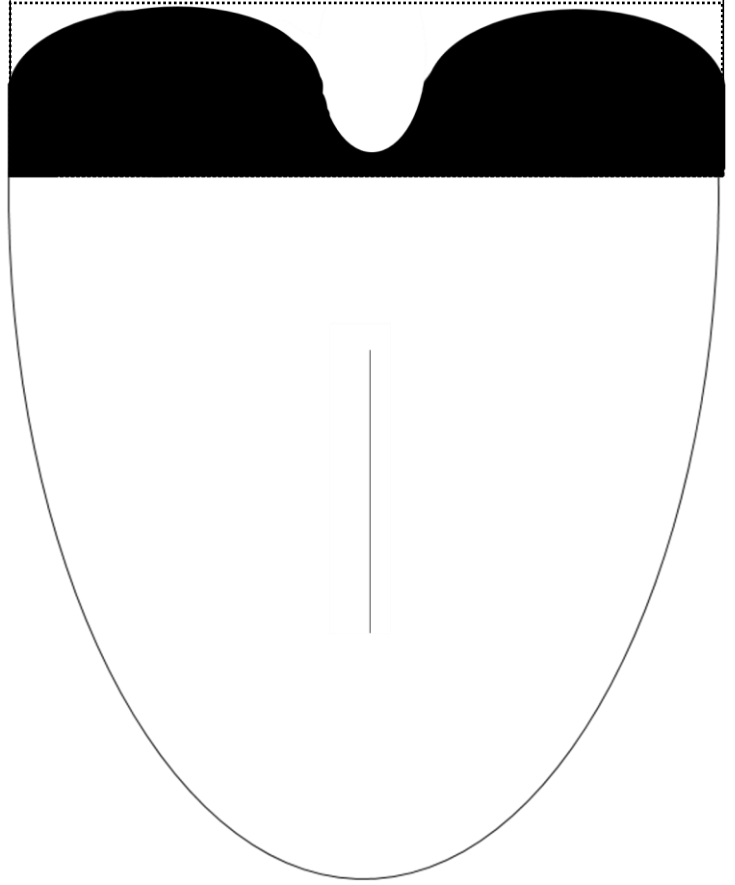
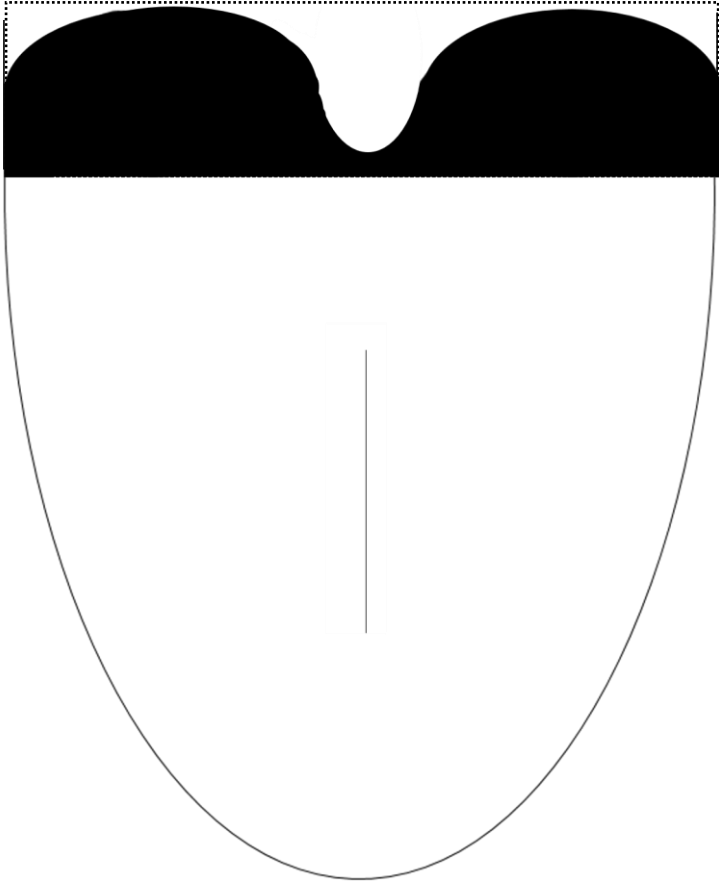


<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>



paste here



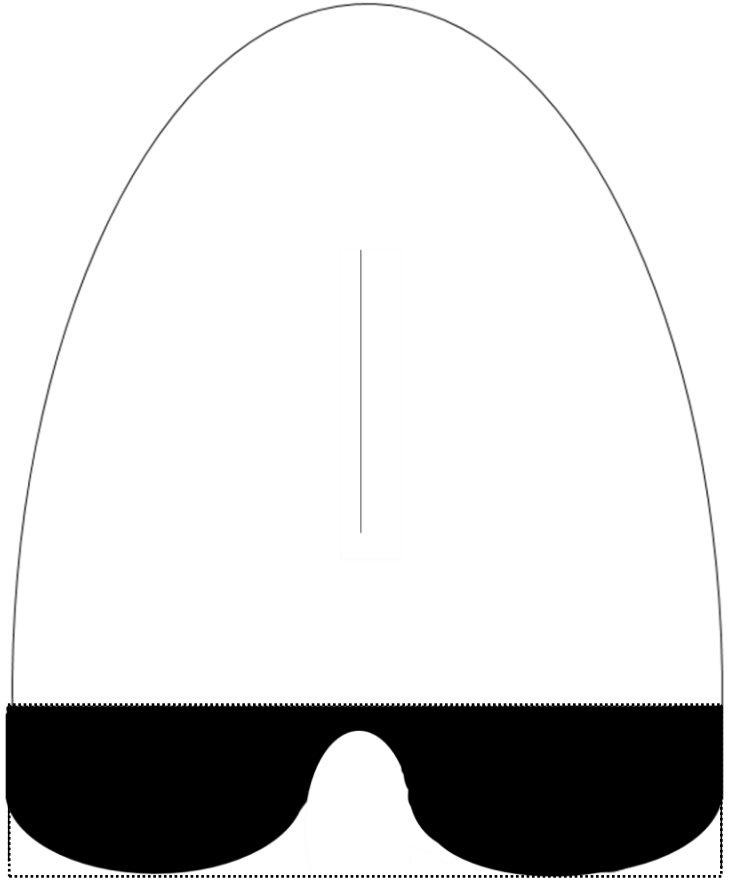
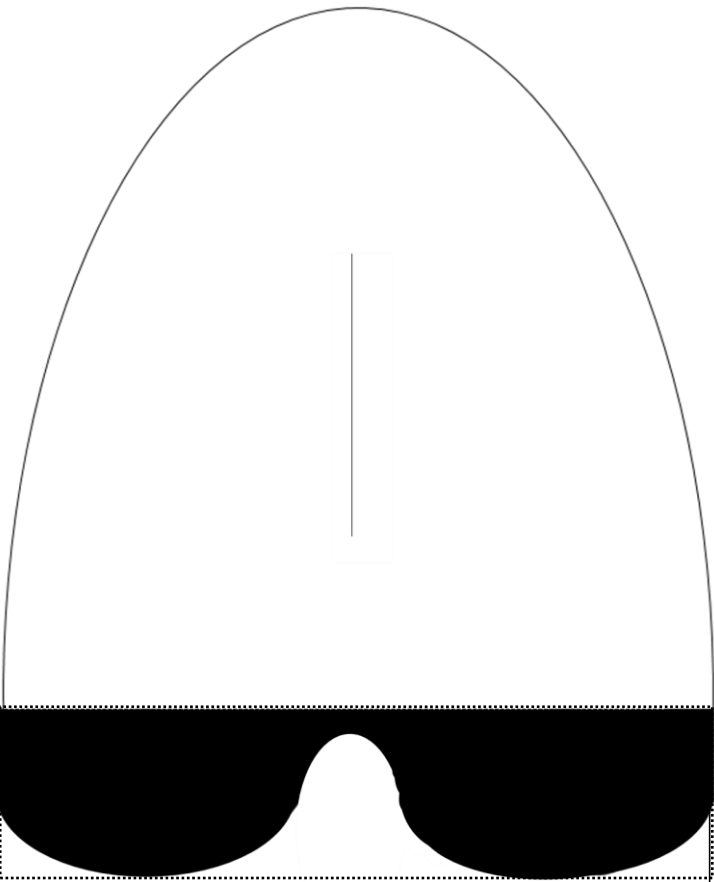


## Tongue pattern with uvula

cut straight back—do not cut around the curves of the throat/uvula

Paste the back side of the uvula section.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>



paste here

paste here

## Tongue pattern

Cut straight back along the solid lines. Fold on the dotted line. Paste on the front (where indicated).

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

paste here

paste here

th

place your tongue  
tip slightly  
between your  
front teeth.  
Blow air

th

place your tongue  
tip slightly  
between your  
front teeth.  
Blow air

th

place your tongue  
tip slightly  
between your  
front teeth.  
Blow air

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

th

place your tongue  
tip slightly  
between your  
front teeth.  
Blow air

th

place your tongue  
tip slightly  
between your  
front teeth.  
Blow air

th

place your tongue  
tip slightly  
between your  
front teeth.  
Blow air

Initial L

L

place your tongue tip  
on your alveolar  
ridge. (bumpy part)  
Turn your voice on,  
then push off of your  
bump with your tip.

L

place your tongue tip  
on your alveolar  
ridge. (bumpy part)  
Turn your voice on,  
then push off of your  
bump with your tip.

L

place your tongue tip  
on your alveolar  
ridge. (bumpy part)  
Turn your voice on,  
then push off of your  
bump with your tip.

Final L

L

Turn your voice on,  
then raise your  
tongue tip to your  
alveolar ridge  
(bumpy part).

L

Turn your voice on,  
then raise your  
tongue tip to your  
alveolar ridge  
(bumpy part).

L

Turn your voice on,  
then raise your  
tongue tip to your  
alveolar ridge  
(bumpy part).

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice on, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice on, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice on, push off with your tongue.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

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With your voice on, push off with your tongue.

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With your voice on, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice on, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice off, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice off, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice off, push off with your tongue.

Open your mouth.  
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With your voice off, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice off, push off with your tongue.

Open your mouth.  
Lift the back of your tongue to touch your soft palate.  
With your voice off, push off with your tongue.



place the sides of your tongue on your top back molars. (say "EE"). Lift the blade of the tongue slightly. Shut your teeth. Do not touch the palate with your tongue. With your voice off, send air over your tongue straight out the front.

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place the sides of your tongue on your top back molars. (say "EE"). Lift the blade of the tongue slightly. Shut your teeth. Do not touch the palate with your tongue. With your voice on, send air over your tongue straight out the front.

With the sides of your tongue touching the top back molars, lift the blade of your tongue toward your palate—without touching it. Keep your tongue tight and turn your voice on.

With the sides of your tongue touching the top back molars, lift the blade of your tongue toward your palate—without touching it. Keep your tongue tight and turn your voice on.

With the sides of your tongue touching the top back molars, lift the blade of your tongue toward your palate—without touching it. Keep your tongue tight and turn your voice on.



sh

Place the sides of your tongue on your top back teeth. (Say "EE"). Pull the blade of your tongue up and back—almost touching the palate. With your voice off and your lips pursed, send an airstream through the groove of your tongue.



sh

Place the sides of your tongue on your top back teeth. (Say "EE"). Pull the blade of your tongue up and back—almost touching the palate. With your voice off and your lips pursed, send an airstream through the groove of your tongue.



sh

Place the sides of your tongue on your top back teeth. (Say "EE"). Pull the blade of your tongue up and back—almost touching the palate. With your voice off and your lips pursed, send an airstream through the groove of your tongue.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>



zh

Place the sides of your tongue on your top back teeth. (Say "EE"). Pull the blade of your tongue up and back—almost touching the palate. With your voice on and your lips pursed, send an airstream through the groove of your tongue.



zh

Place the sides of your tongue on your top back teeth. (Say "EE"). Pull the blade of your tongue up and back—almost touching the palate. With your voice on and your lips pursed, send an airstream through the groove of your tongue.



zh

Place the sides of your tongue on your top back teeth. (Say "EE"). Pull the blade of your tongue up and back—almost touching the palate. With your voice on and your lips pursed, send an airstream through the groove of your tongue.



ch

Place the sides of your tongue on your top back teeth. (Say "EE"). Lift the tip and the blade of your tongue to touch your alveolar ridge. With your voice off and your lips pursed, push air out of your mouth while pushing your tongue off of your palate.



ch

Place the sides of your tongue on your top back teeth. (Say "EE"). Lift the tip and the blade of your tongue to touch your alveolar ridge. With your voice off and your lips pursed, push air out of your mouth while pushing your tongue off of your palate.



ch

Place the sides of your tongue on your top back teeth. (Say "EE"). Lift the tip and the blade of your tongue to touch your alveolar ridge. With your voice off and your lips pursed, push air out of your mouth while pushing your tongue off of your palate.



j

Place the sides of your tongue on your top back teeth. (Say "EE"). Lift the tip and the blade of your tongue to touch your alveolar ridge. With your voice on and your lips pursed, push air out of your mouth while pushing your tongue off of your palate.



j

Place the sides of your tongue on your top back teeth. (Say "EE"). Lift the tip and the blade of your tongue to touch your alveolar ridge. With your voice on and your lips pursed, push air out of your mouth while pushing your tongue off of your palate.



j

Place the sides of your tongue on your top back teeth. (Say "EE"). Lift the tip and the blade of your tongue to touch your alveolar ridge. With your voice on and your lips pursed, push air out of your mouth while pushing your tongue off of your palate.

†

Place your tongue tip on your alveolar ridge (bumpy part). With voice turned off, build pressure and explode off of the bump.

†

Place your tongue tip on your alveolar ridge (bumpy part). With voice turned off, build pressure and explode off of the bump.

†

Place your tongue tip on your alveolar ridge (bumpy part). With voice turned off, build pressure and explode off of the bump.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

n

Place your tongue tip on your alveolar ridge (bumpy part) and the sides of your tongue on your top back molars. With your voice turned on, push off of the bump.

n

Place your tongue tip on your alveolar ridge (bumpy part) and the sides of your tongue on your top back molars. With your voice turned on, push off of the bump.

n

Place your tongue tip on your alveolar ridge (bumpy part) and the sides of your tongue on your top back molars. With your voice turned on, push off of the bump.

d

place your tongue tip on your alveolar ridge. (bumpy part) With your voice on, build pressure and push off of the bump.

d

place your tongue tip on your alveolar ridge. (bumpy part) With your voice on, build pressure and push off of the bump.

d

place your tongue tip on your alveolar ridge. (bumpy part) With your voice on, build pressure and push off of the bump.

au

With your voice on, begin with your tongue on the floor of your mouth. Then raise the back of your tongue half way to the palate while rounding your lips.

oi

(as in boy)  
With your voice on and your lips rounded, raise your tongue slightly toward your palate. Then raise your tongue blade high toward your palate and widen lips as they almost close.

yu

(as in unicorn)  
Place the sides of your tongue on your top back molars. With your voice turned on, raise your tongue blade very slightly toward your palate. Push off of your top molars and round your lips.

eh

(as in bet)

Place the sides of your tongue on your top back molars. With your voice on, slightly raise your tongue blade toward your palate but do not touch it.

oo

(as in boot)

With your voice on, raise the back of your tongue slightly toward your palate but do not touch it. Round your lips.

ae

(as in bat)

With your voice on, raise the front of your tongue slightly toward your palate. Lips are open wide.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

u

(as in book)

With your voice on, raise the back of your tongue toward your palate but do not touch it. Round your lips.

o

(as in boat)  
With your voice on, raise the back of your tongue very slightly toward your palate. Round your lips.

aw

(as in bought)

With your voice on, raise the back of your tongue half way to the palate. Rest your tongue tip on the floor of your mouth. Round your lips.

ah

(as in bomb)

Rest your entire tongue on the floor of your mouth. Turn your voice on and lower your jaw. Open your lips.

uh

(as in but)

With your voice on, rest your tongue tip on the floor of your mouth. Slightly raise your tongue blade toward your palate.

a

(as in bait)  
Place the sides of your tongue on your top back molars. With your voice turned on, raise the front of your tongue very slightly toward your palate. Lips are almost closed.

ee

(as in beet)

Place the sides of your tongue on your top back molars. With your voice turned on, raise your tongue blade high toward your palate but do not touch it. Lips are almost closed.

i

(as in bit)

Place the sides of your tongue on your top back molars. With your voice turned on, raise your tongue toward your palate but do not touch it. Lips are almost closed.

ai

(as in bite)

Place the sides of your tongue on your top back molars. With your voice turned on, raise the front of your tongue very slightly toward your palate. Lips are almost closed. Then continue to raise tongue while voicing.

er

Place the sides of your tongue on your top back molars.

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

er

Place the sides of your tongue on your top back molars.

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

er

Place the sides of your tongue on your top back molars.

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

r

Place the sides of your tongue on your top back molars (pretend to say "EE").

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

r

Place the sides of your tongue on your top back molars (pretend to say "EE").

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

r

Place the sides of your tongue on your top back molars (pretend to say "EE").

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

ear

Place the sides of your tongue on your top back molars (say "EE").

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

ear

Place the sides of your tongue on your top back molars (say "EE").

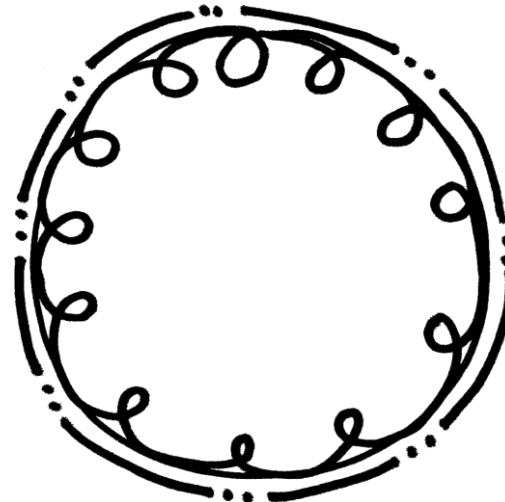
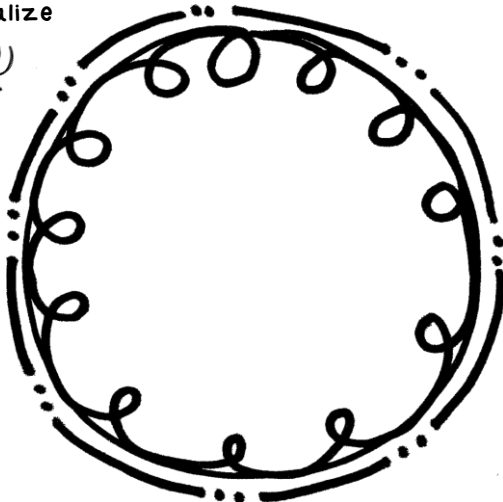
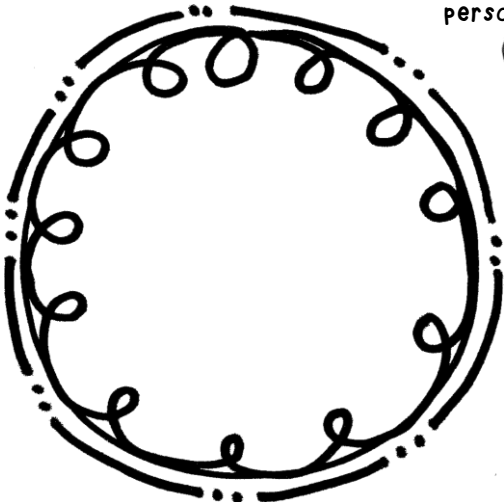
Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

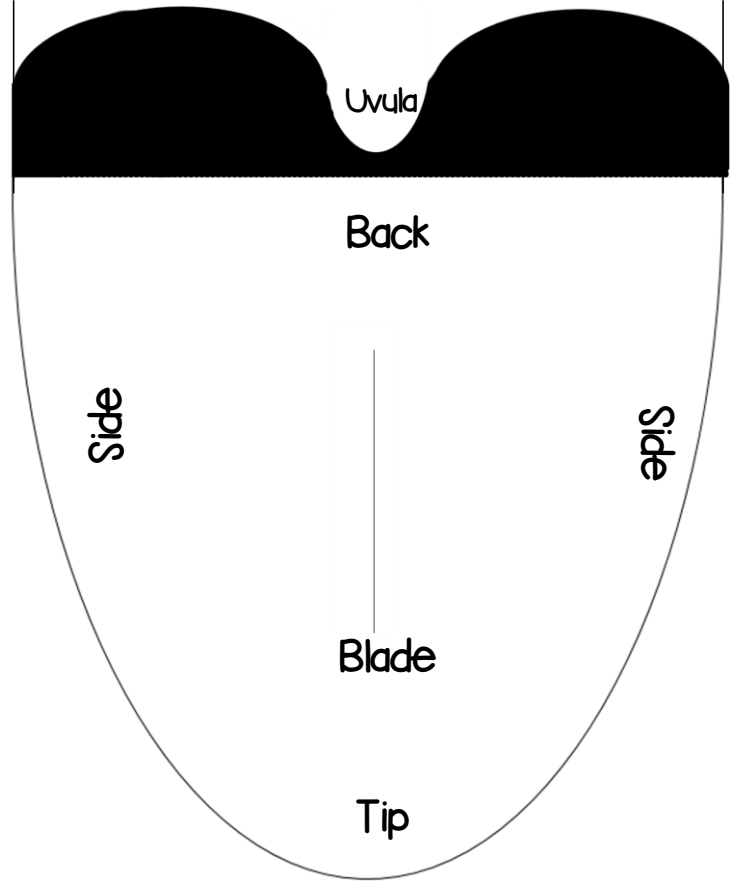
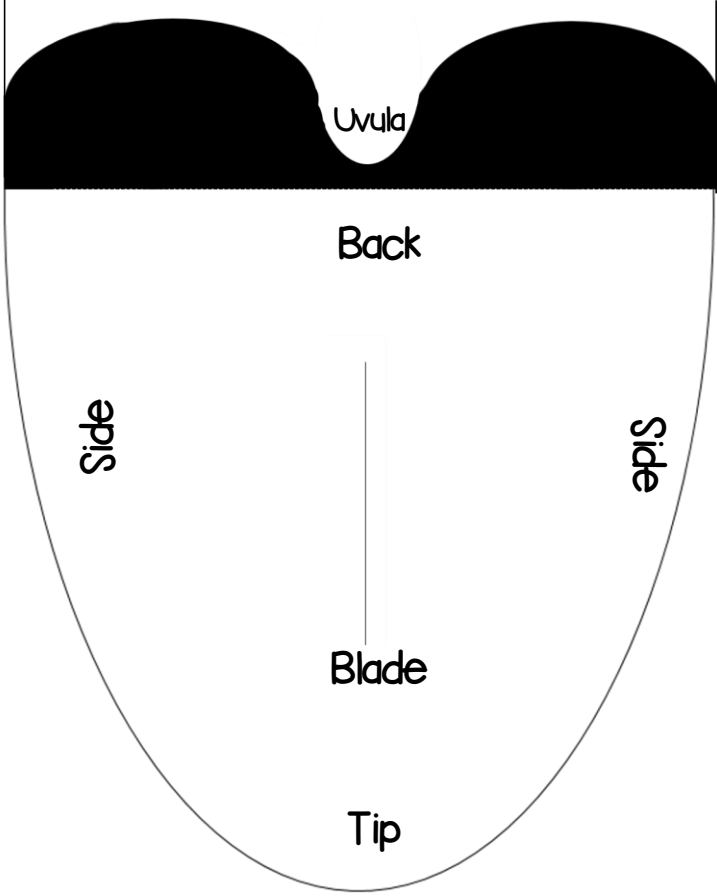
ear

Place the sides of your tongue on your top back molars (say "EE").

Raise the blade of your tongue toward your palate and point your tongue tip down. With your voice on, slide your tightened tongue back along your teeth.

Blank for you to personalize

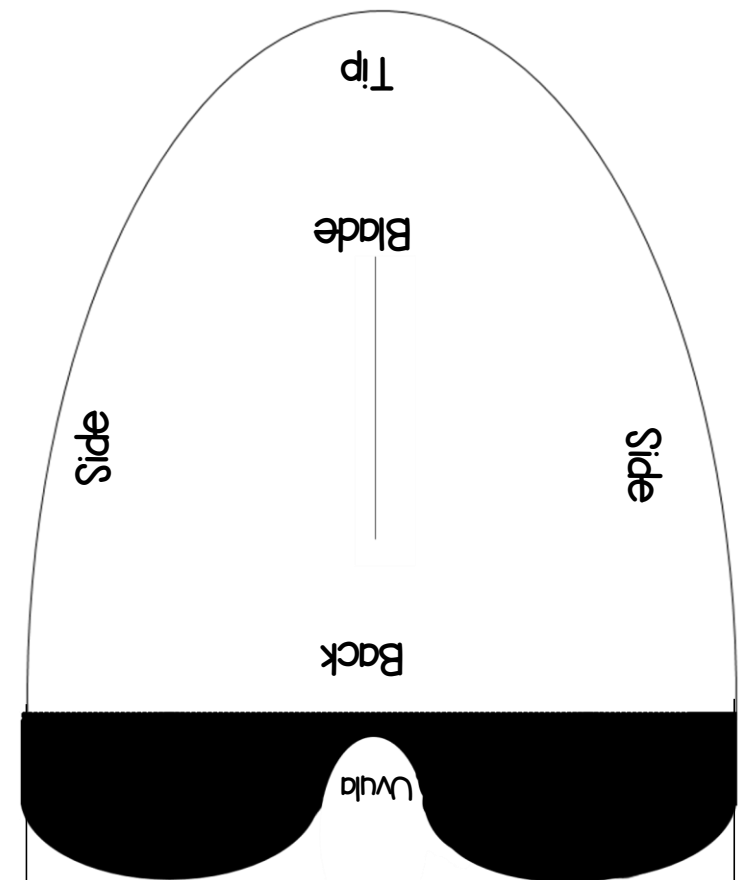
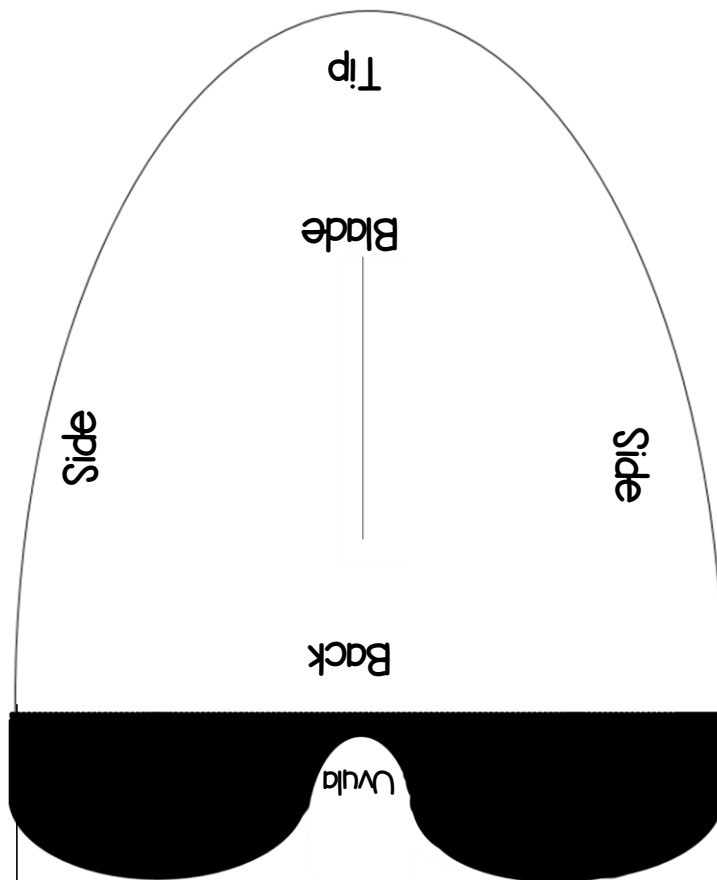




Labeled tongue pattern

Cut straight back. Add paste on the back of the throat section and glue to mouth pattern where indicated.

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>





# Roll-a-tooth

Materials needed: Colored or white paper

Mini marshmallows—white

Mini marshmallows—colored (optional)

Glue

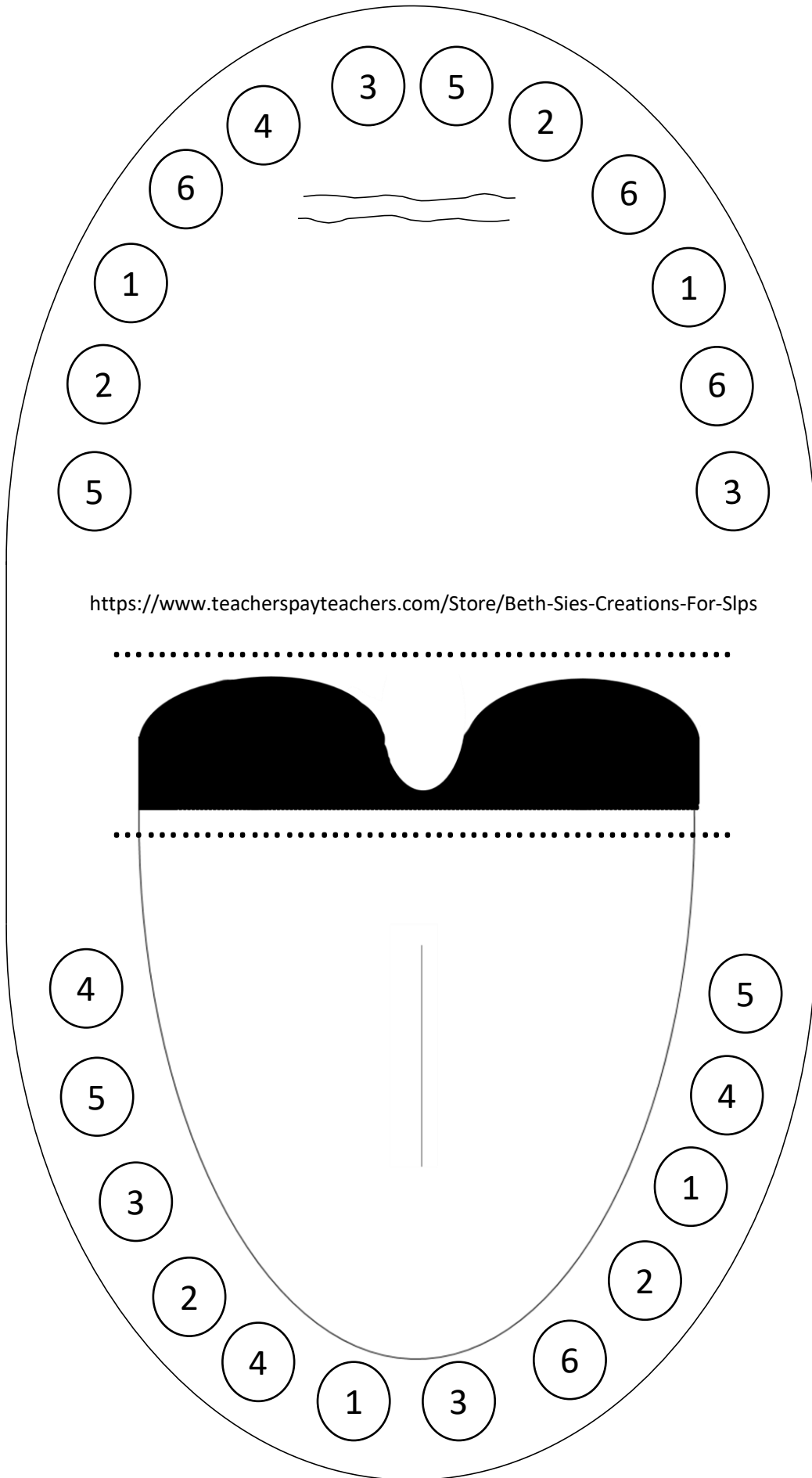
Dice

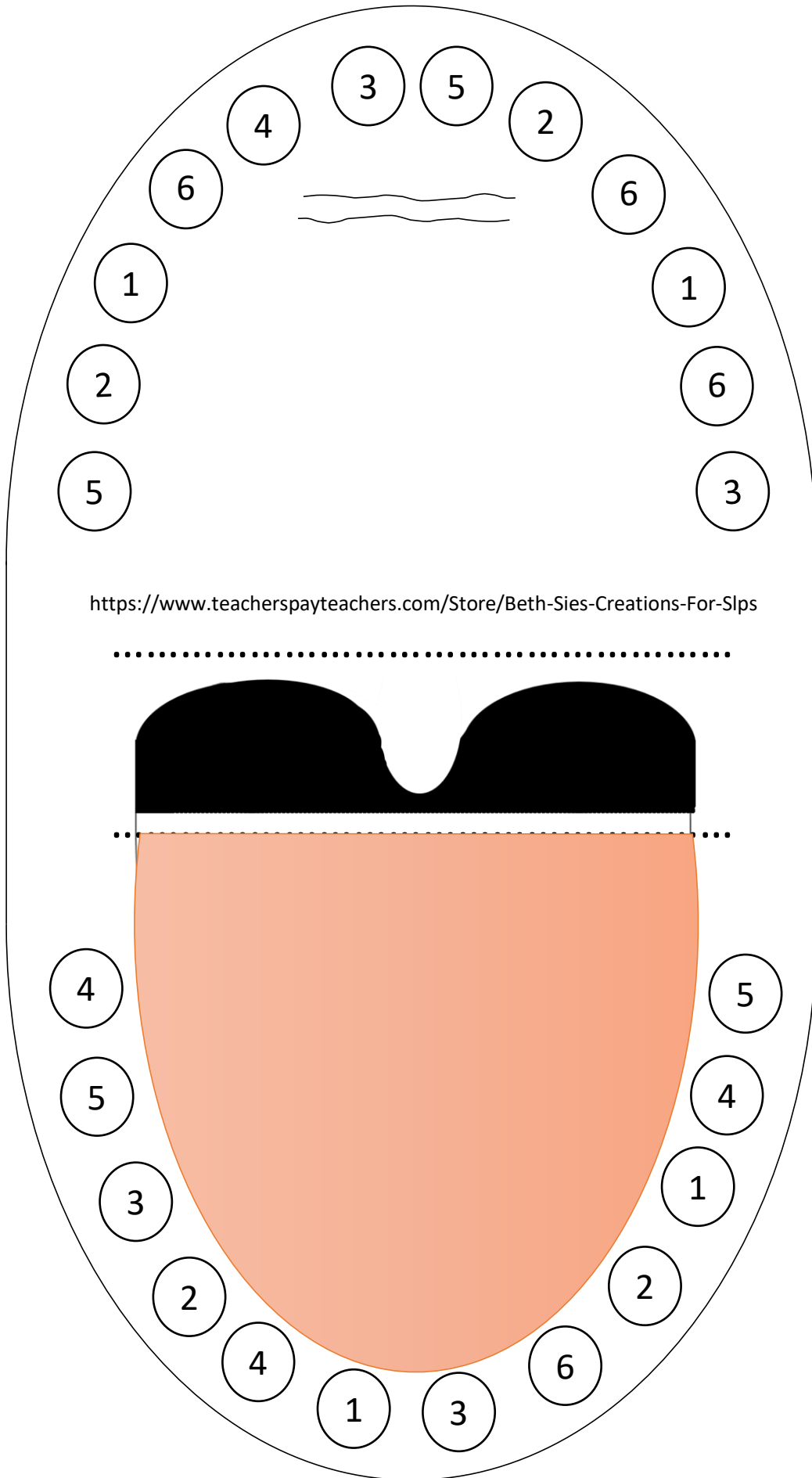
Instructions:

1. Have the student produce his target sound 10x, then roll the dice.
2. The number rolled can then be covered with a marshmallow every time it appears on the mouth. (i.e. If he rolls a 5, all of the 5's get marshmallows glued on)
3. Option 1: (Older students) If a student rolls a number that is already covered, he may pull one tooth from an opposing player's mouth. (remove it from their page) and place it on one of his open teeth.  
Option 2: (Younger students) If a student rolls a number that is already covered, he may receive one free roll. If he still rolls a number that is already full, he loses his turn.
4. The first player to fill his mouth with teeth wins.

Other ways to use:

1. Say a sound and have the student point to the part of the tongue &/or mouth that is used to produce that sound.
2. Laminate the mouth pattern and have the student set a marshmallow over the appropriate teeth. Once they cover all of the teeth, they may eat the marshmallows.







# Label the mouth

Materials needed:

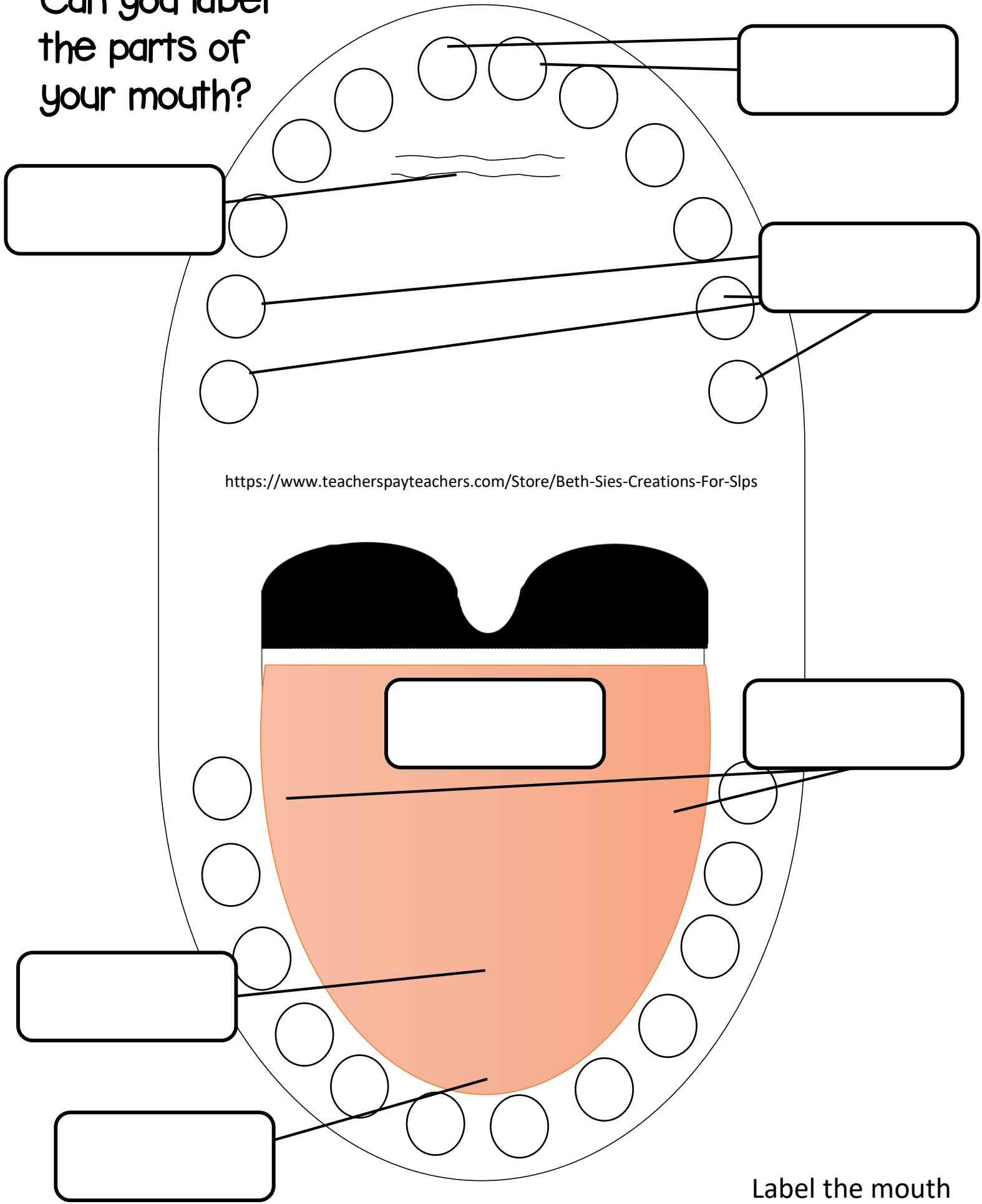
Pages 12-14

Markers or pencils

Instructions:

- Have the student label all of the parts of the mouth he knows.
- Then name some of the remaining parts to see if he can identify them.
- Have the student tell which parts he uses to produce his target sound and how they move (i.e up to the alveolar ridge, etc.)
- Ask the student to identify the part of the mouth when given it's description. (ie. These are the teeth you use to anchor or rest the tongue—top back molars)

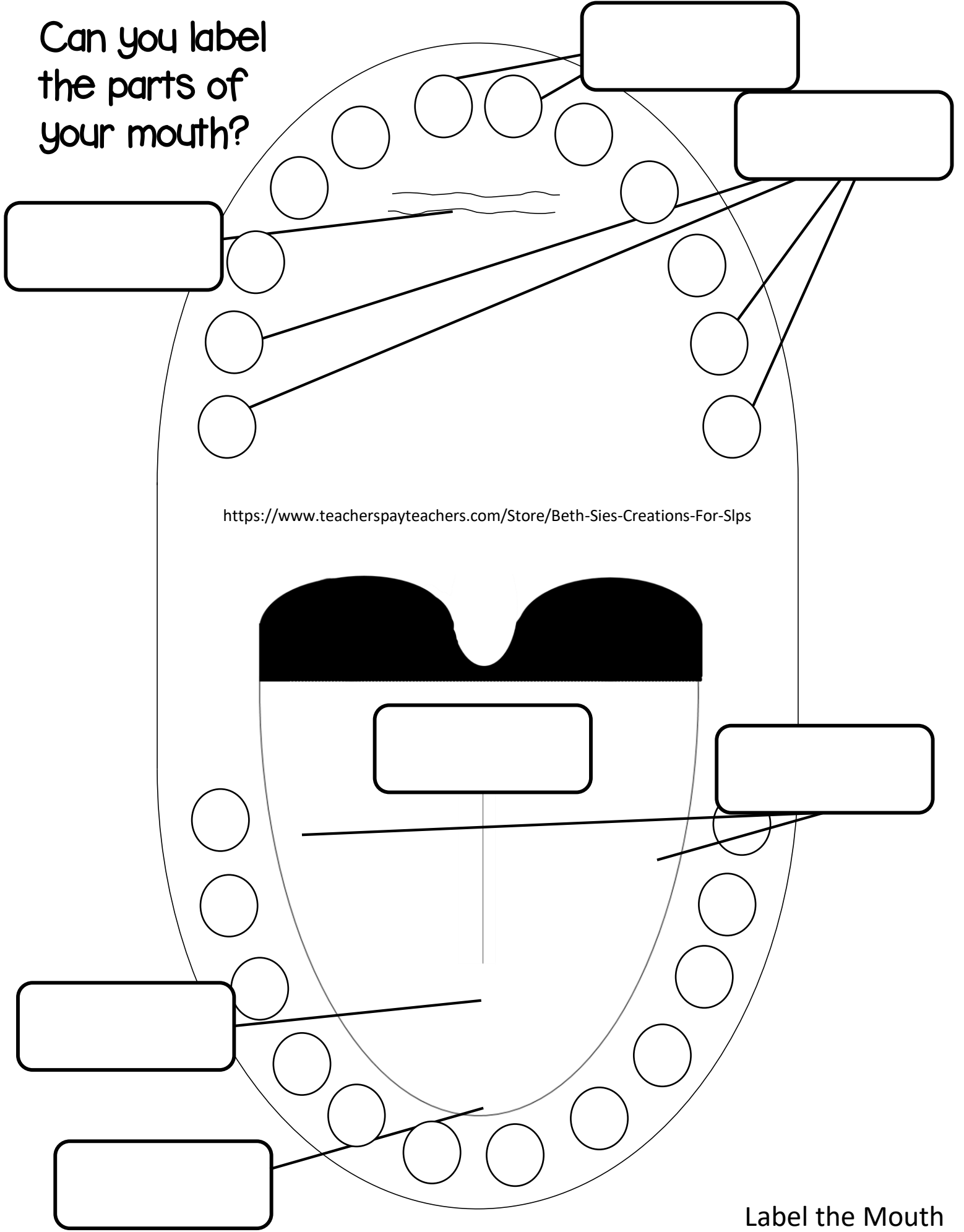
Can you label  
the parts of  
your mouth?



<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

Label the mouth

Can you label  
the parts of  
your mouth?



<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

Label the Mouth



Can you label  
the parts of  
your mouth?

Alveolar Ridge  
(Bumpy part)

Top Front  
teeth

Top back  
Molars

<https://www.teacherspayteachers.com/Store/Beth-Sies-Creations-For-Slps>

Back of tongue

Sides of  
tongue

Blade of  
tongue

Tip of tongue

Label Mouth  
Answers

