

Home Practice Program for: _____

Goal: To improve the ability to say the **P sound**.

What to Expect:

- Improvement in speech takes time and practice!
- Your child should be able to say the **P** sound first, then say words with the **P** sound in them, and then move to saying the words with the **P** sound in sentences.
- After a lot of practice, you should begin to hear the words with the **P** sound in your child's everyday speaking.

Who wants **PoP**corn?



When and How to Practice:

- The more often you practice the better!
- Practices should only last for 10 to 20 minutes.
- Colour the **Picture Cards** and pictures on the **Game Boards** as you say the words together; cut out the cards and play a game like 'Find two cards that are the same'; use the **Speech Games Calendar** activities for more practice ideas.
- Work practices into your daily activities, like finding **P** words while reading or walking to school.
- Remember to **Praise** often and be specific, e.g. , "That was a great **P** sound!" or " You really tried hard on that one."

How to Get Started and Tips for Making the P Sound:

Step 1:

- Tell your child that you will be practicing making the **P** sound which is like a quiet pop "**Puh**" sound.
- Have your child watch your face while you make the sound, exaggerating the lips going together and then being opened quickly.
- Have your child use a mirror to watch for the closed lip position while practicing "**Puh** or "**Paw**".

Step 2:

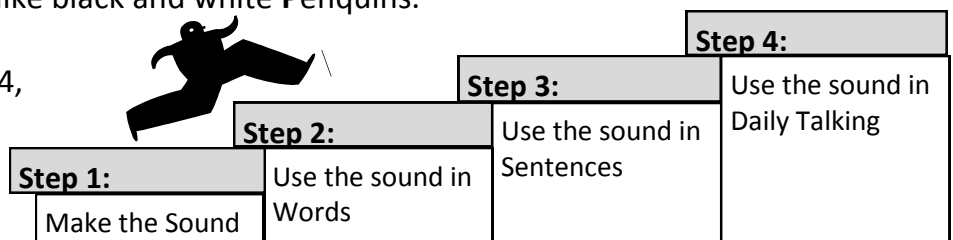
- Have your child say some of the **P** words on the picture cards.
- Move to playing games or using the Speech Games Calendar activities to practice saying the words with the **P** sound at the beginning of the word.
- Once this has been achieved, move to saying the words with the **P** sound at the end of a word, and then words with the **P** sound in the middle of the word.

Step 3:

- Now that your child can easily make the **P** sound in words, practice using the words in sentences.
- You can use the same activities you used in Step 2 and 3, but have your child make sentences like, "I have two **Pen**quins" or "I really like black and white **Pen**quins."

Step 4:

- After lots of practice with Steps 2-4, your child will finally be ready to use the **P** sound in daily talking.



If your child has trouble saying a word, try these cues:

- Say the instructions for making the sound, as in “watch my lips go together and open to sound like a quiet **“Pop”**”.
- Put extra stress on your **P** sound. For example, say **“Pig”** and really emphasise the **P** sound .
- Be specific when correcting your child, e.g. “Good try but you forgot your **P** sound in that word. I heard the **T-sound**. Let’s try again”.

Free on-line Resources for Speech Sounds and Literacy:

- Go to **Starfall.com**. Click on the **ABCs** section and choose the letter for your child’s sound.
- Google **Hamilton Public Library Tumblebooks** for animated books, stories and activities. Your child can look at these books on their own and with you. Your child may also talk about the pictures in the story for more speech sound practice. **Look for these book titles: “Pet Peeves”, “Pirates Don’t Change Diapers”, “Platypus, Probably”.**
- Computer apps, websites, and online videos can make learning fun and engaging but do not replace the guidance of parents and professionals. Your encouragement and support will be the best way to help your child improve.



**Speech practice
is fun!**

Have fun and remember change takes time and practice!

Private Speech-Language Services in Your Community

Private speech and language services may be an option you would like to consider for your child. If you have extended health care benefits at work, you may want to check to see if you have coverage for speech and language services. Please let your school Speech-Language Pathologist know if you pursue private services as it is helpful to coordinate services provided by more than one Speech-Language Pathologist. Information regarding private Speech-Language Pathologists may be obtained through the following sources:

The Ontario Association of Speech-Language Pathologists and Audiologists (OSLA)

1-877-740-6009

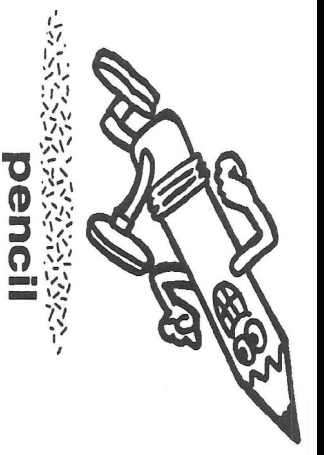
www.osla.on.ca (Find a Private Practitioner)

Special Instructions for your child:

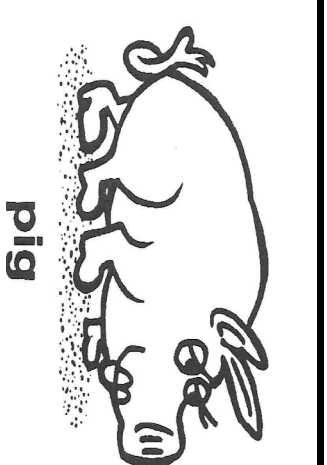
If you have any questions , please call your school Speech-Language Pathologist:

(905) 527-5092, ext. _____

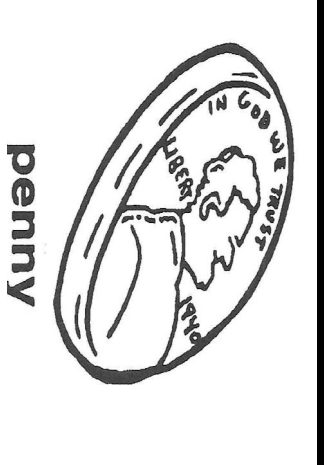
Picture cards for P sound – at the beginning of a word



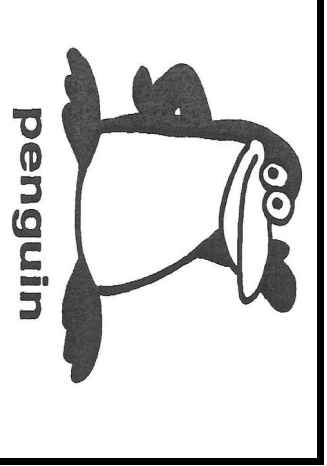
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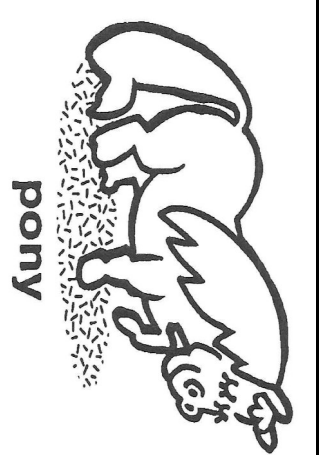
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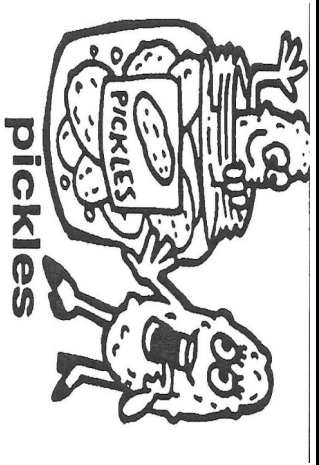
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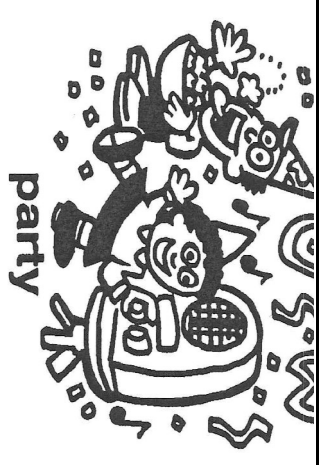
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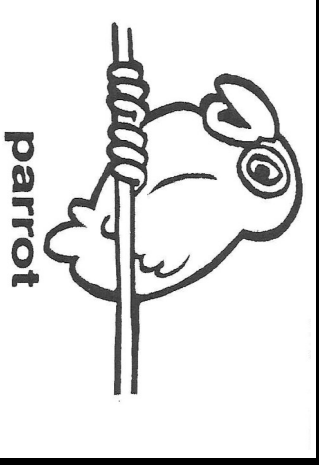
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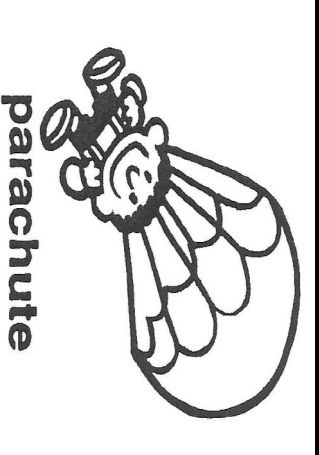
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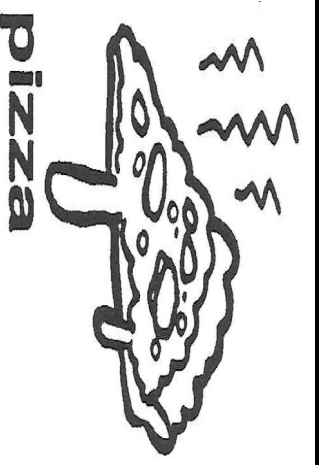
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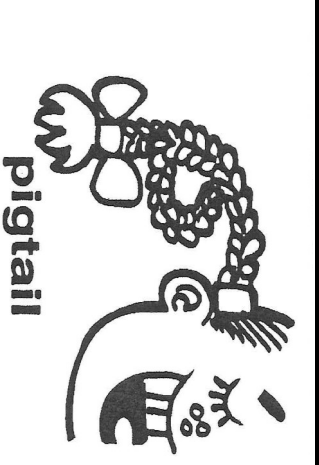
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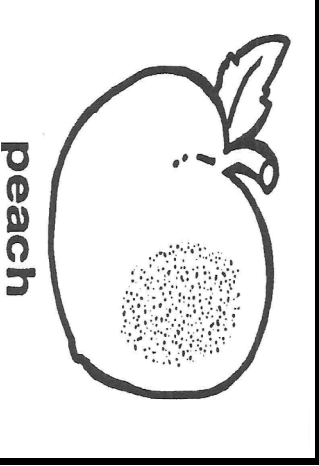
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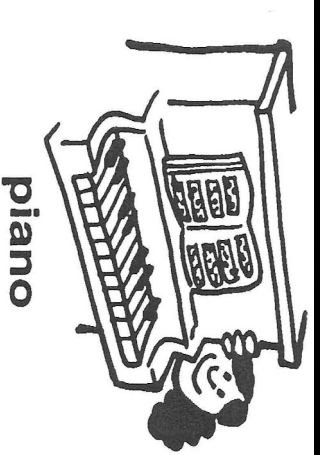
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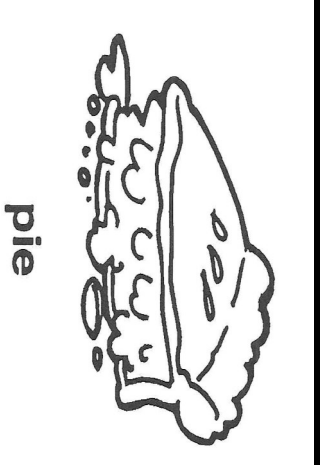
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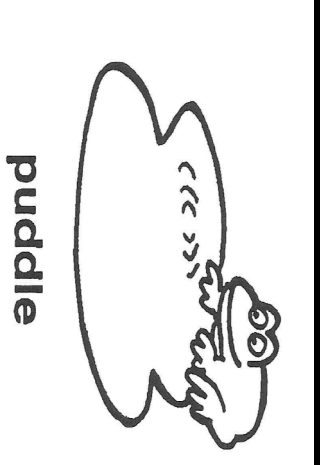
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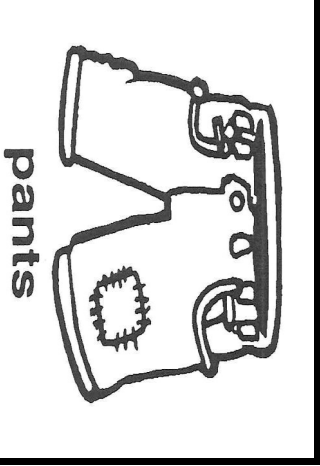
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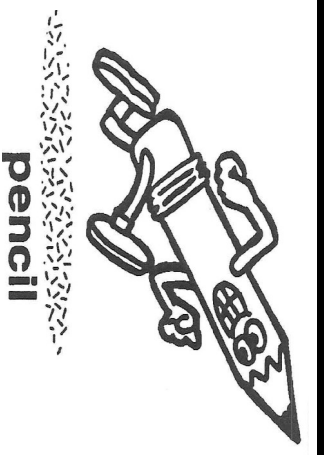


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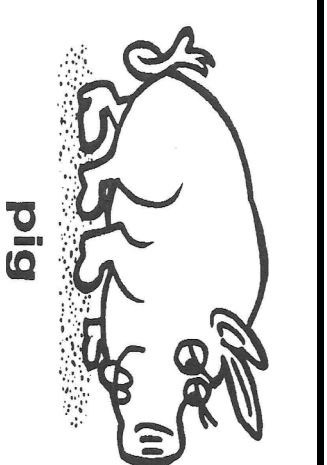


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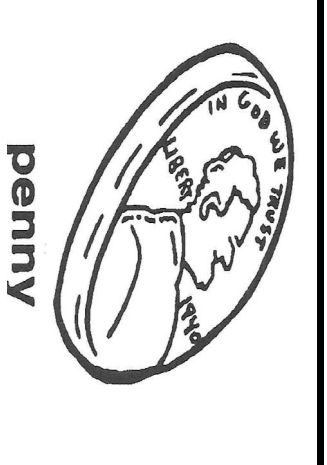
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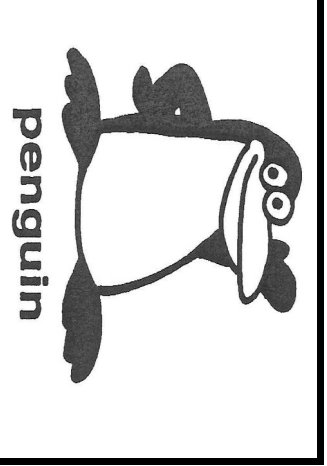
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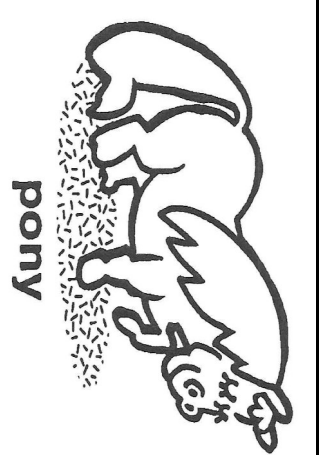
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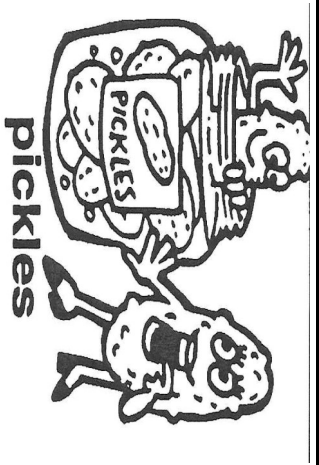
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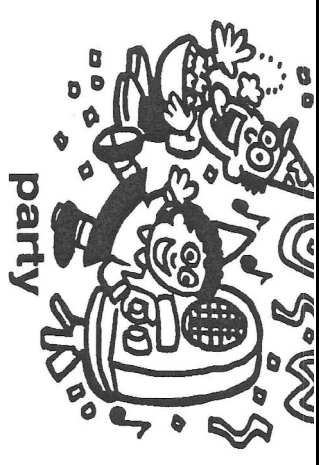
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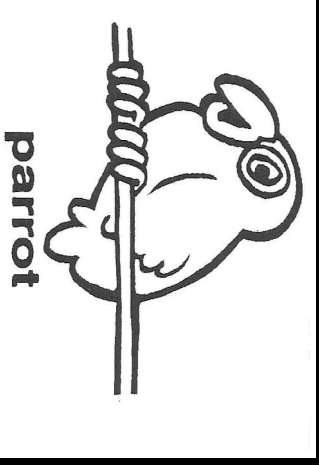
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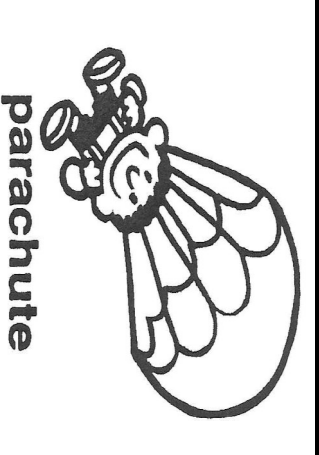
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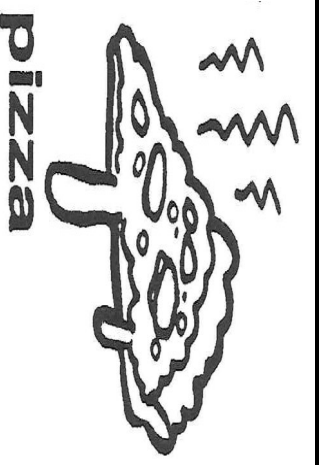
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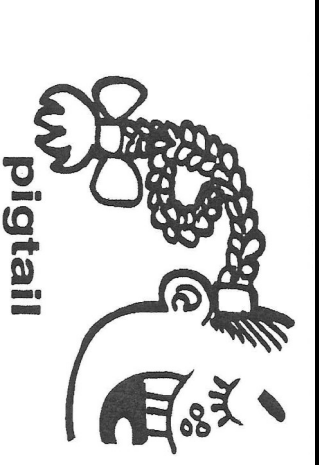
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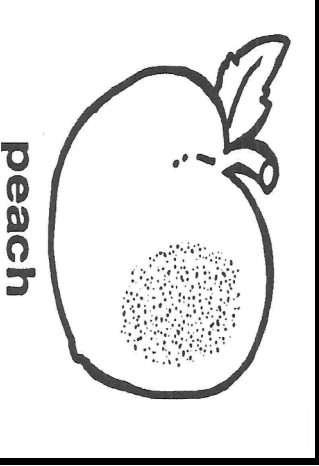
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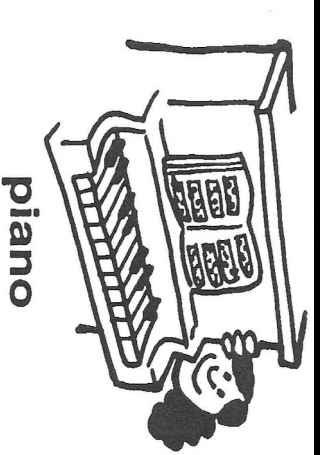
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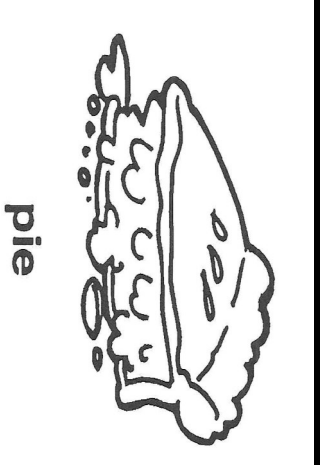
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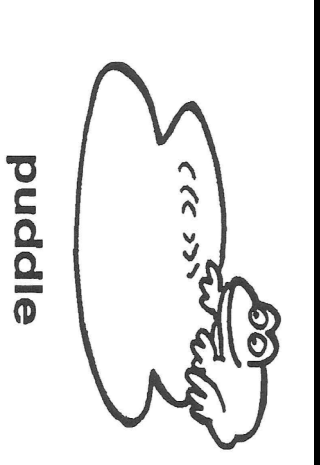
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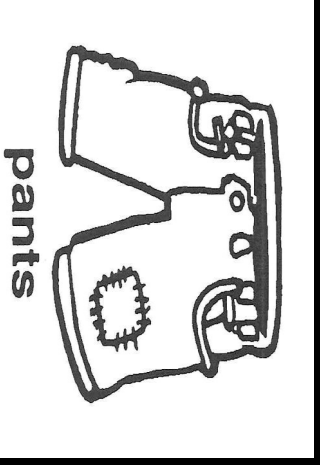
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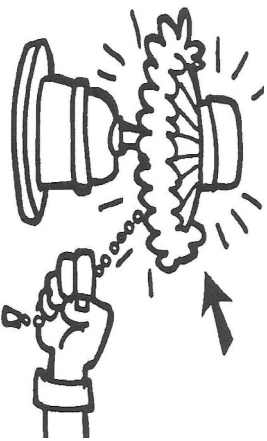
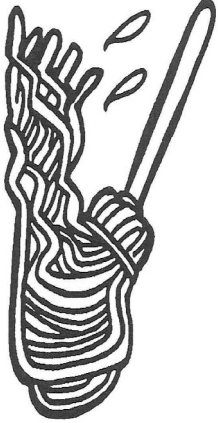
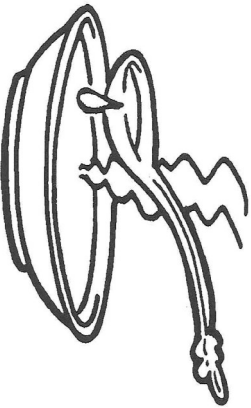
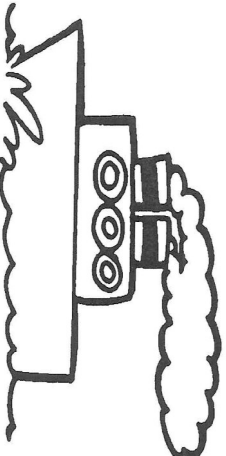
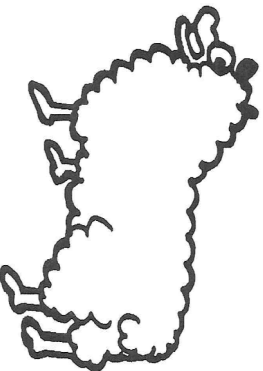
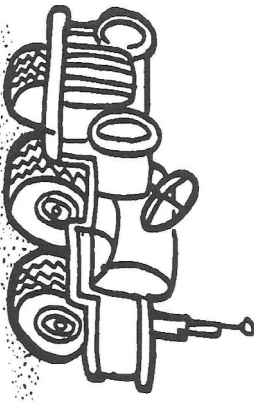
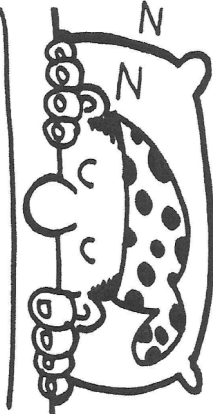
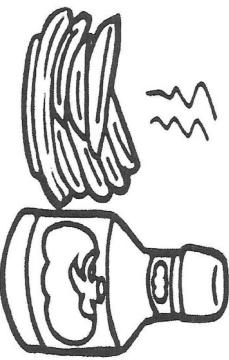
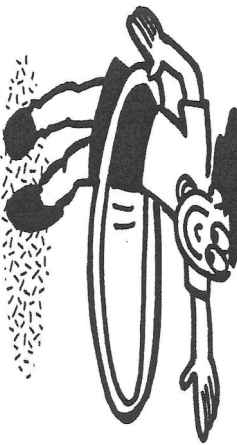
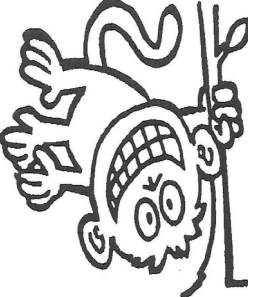
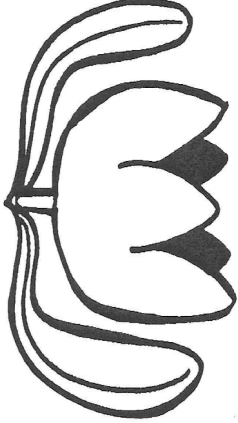
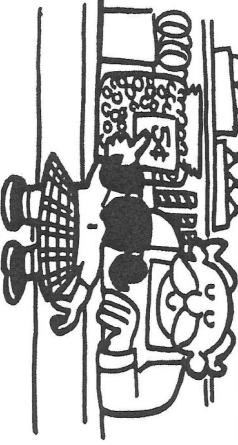


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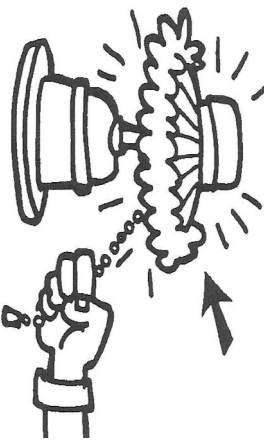
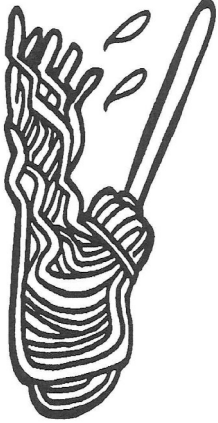
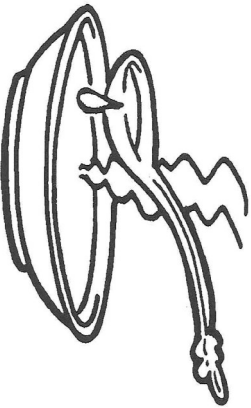
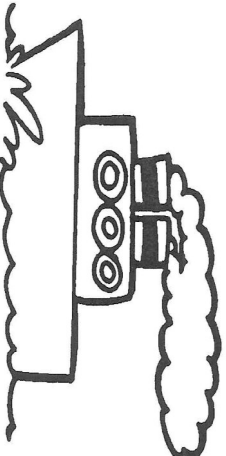
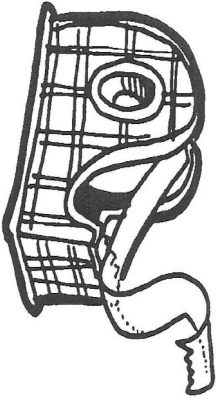
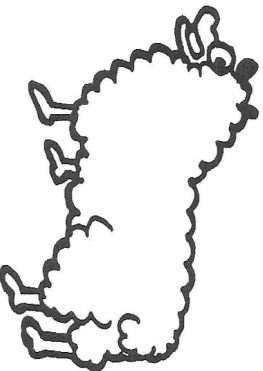
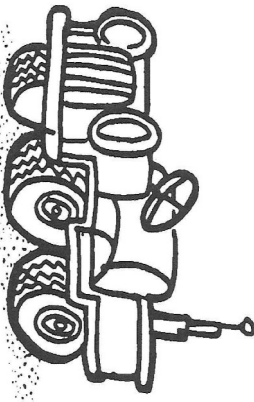
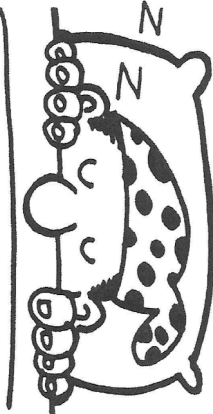
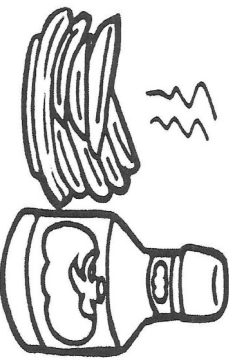
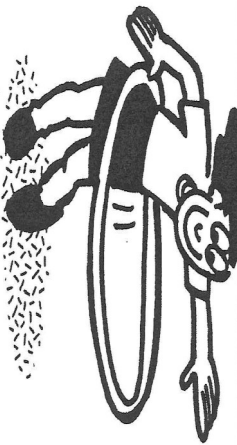
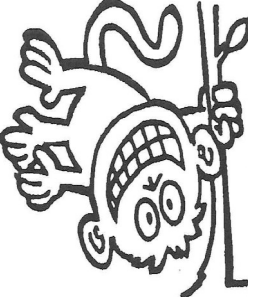
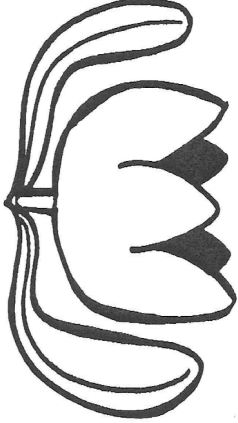
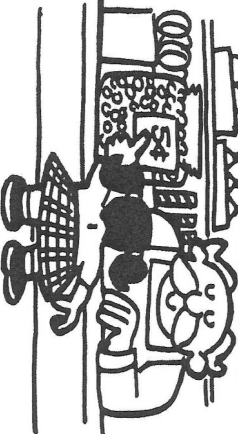


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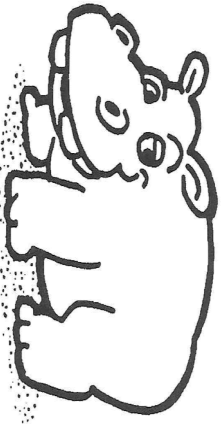
Picture cards for P sound – at the end of a word

 lamp	 mop	 soup	 ship
 tape	 sheep	 leap	 asleep
 ketchup	 envelope	 jump rope	 hula hoop
 bus stop	 ape	 tulip	 candy shop

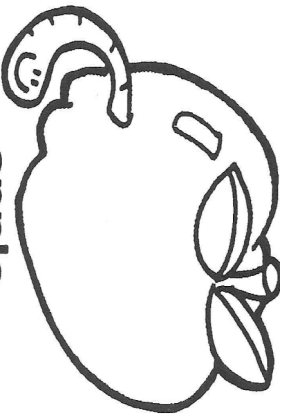
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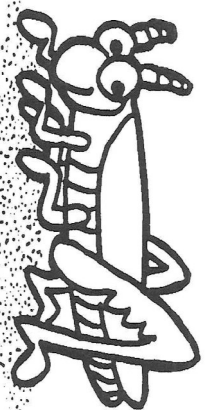
Picture cards for P sound – in the middle of a word



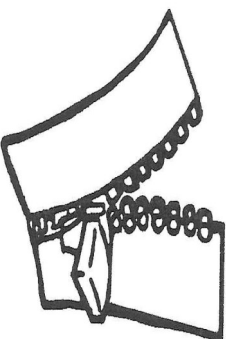
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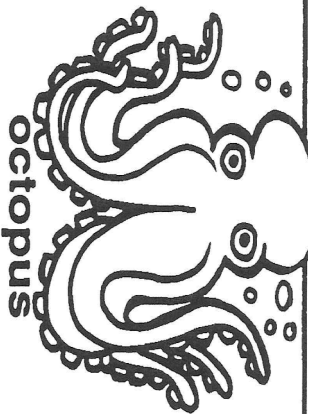
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zipper



mopping



octopus



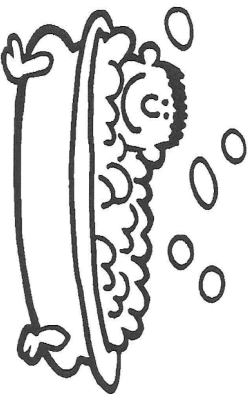
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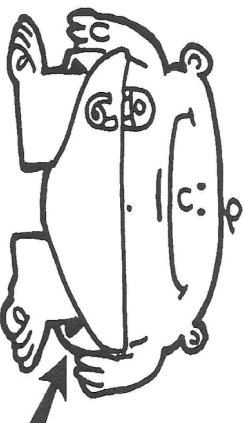
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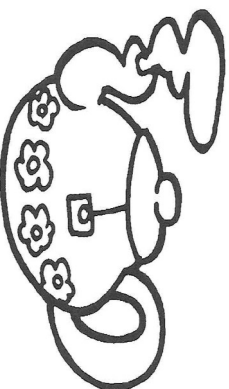
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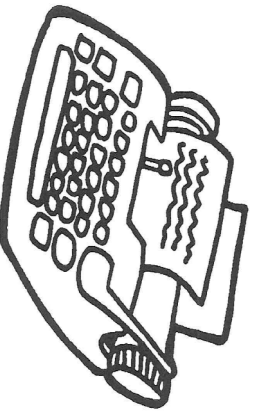
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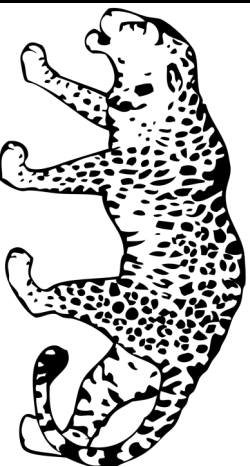
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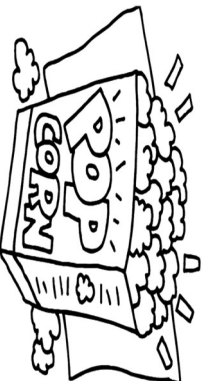
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typewriter



leopard

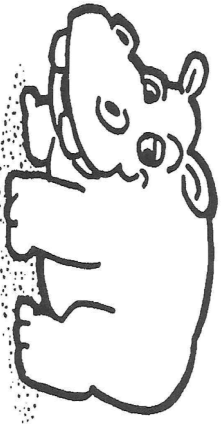


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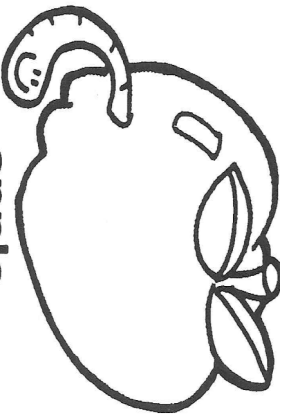


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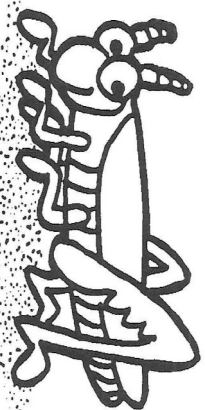
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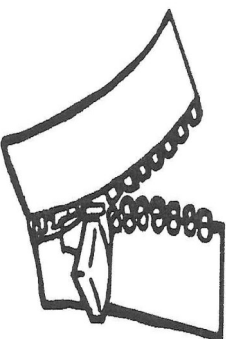
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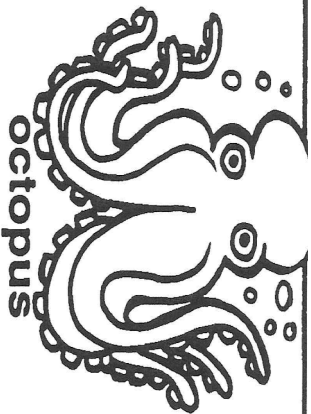
grasshopper



zipper



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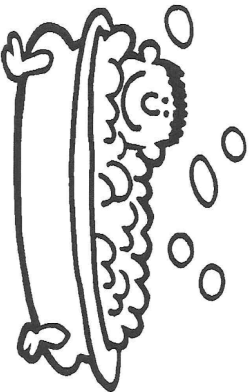
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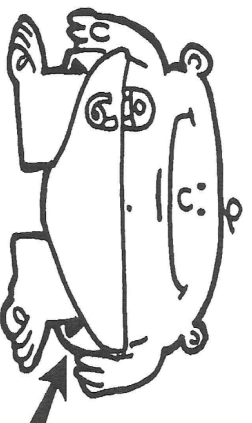
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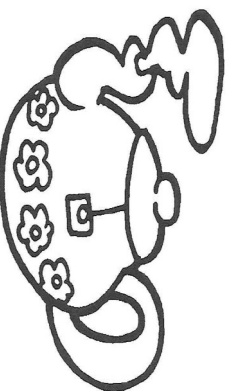
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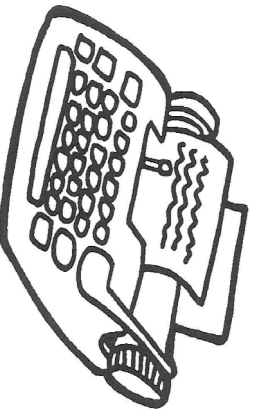
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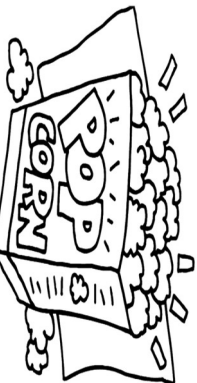
teapot



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leopard



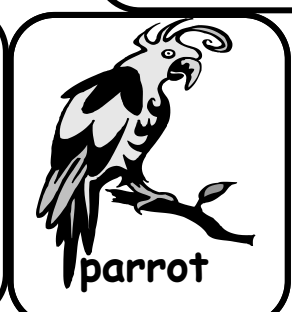
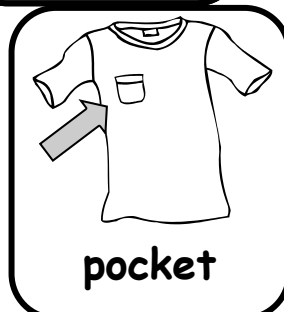
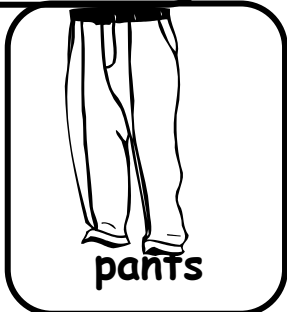
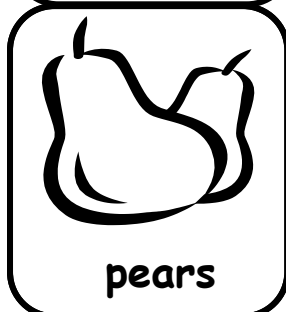
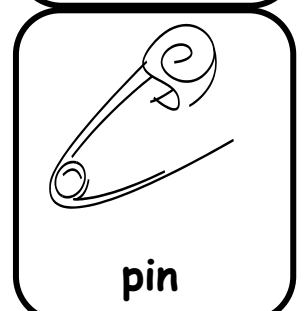
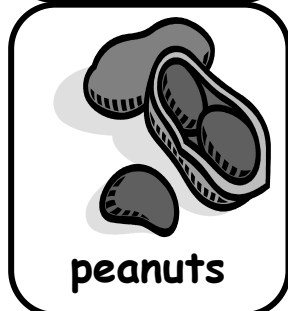
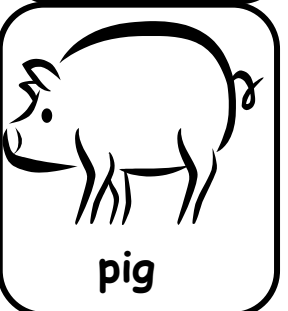
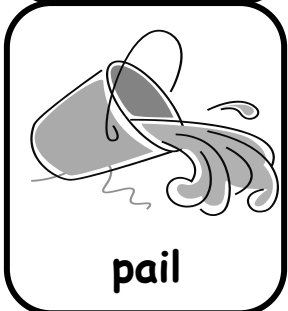
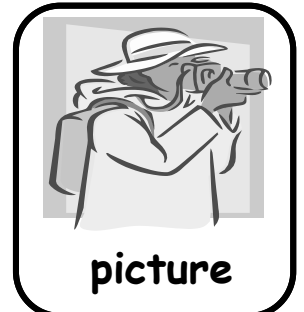
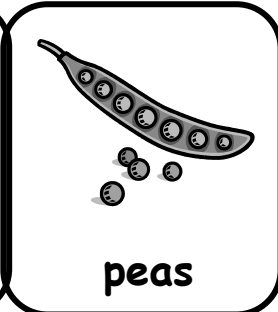
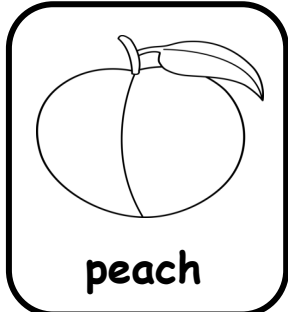
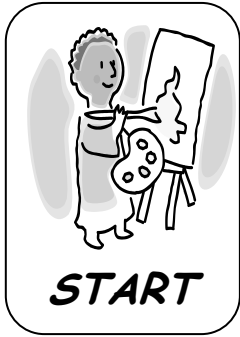
popcorn



toothpaste

Paint Me a Picture

Have fun practicing words beginning with **P** by playing *Paint Me a Picture* with a partner. Flip a coin to move 1 (heads) or 2 (tails) spaces. Say the word that starts with **P** as you land on each space.



Pop the Top

Have fun practicing words ending with P by playing *Pop the op* with a partner. Flip a coin to move 1 (heads) or 2 (tails) spaces. Say the word with P at the end as you land on each space.



START



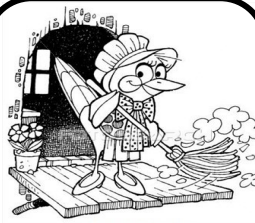
Spin



champ



soup



sweep



mop



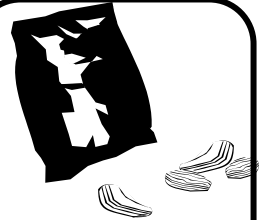
cop



pop



clap



chip



tap



tape



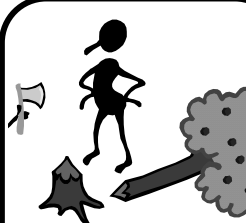
cup



peep



sleep



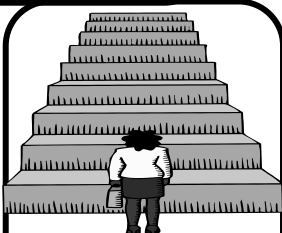
chop



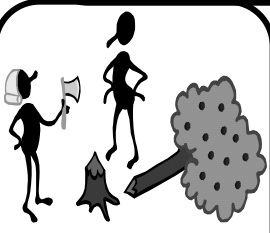
shop



stop



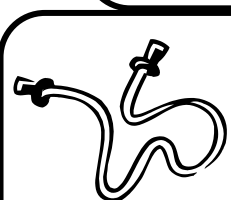
step



chop



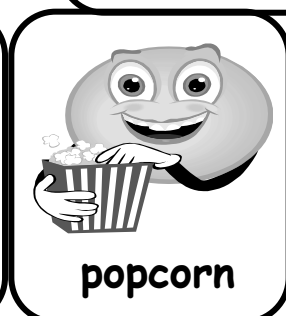
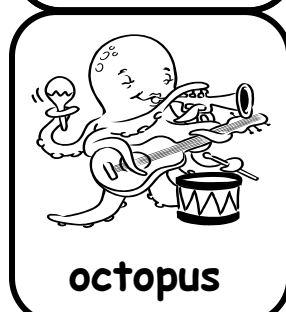
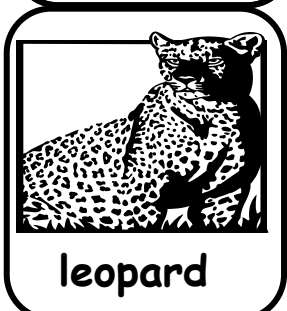
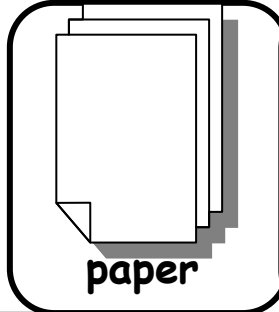
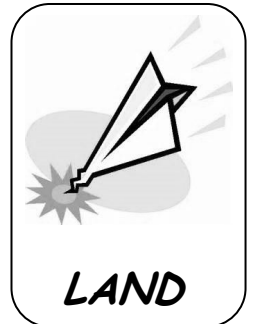
cape



rope

Follow the Paper Airplane

Have fun practicing words with P in the middle by playing *Follow the Paper Airplane* with a partner. Flip a coin to move 1 (heads) or 2 (tails) spaces. Say the word with P in the middle as you land on each space.



Speech Games Calendar — *Pick and choose what you like or try them all!*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
While driving find things that start with your sound. Have a contest to see who can find the most.	Play your favourite board game . Before each turn, name 2-3 of your sound cards.	Play catch or basketball . For each throw, say a word with your sound.	Put sound cards in a bag . Have your child close his/her eyes, pick a card, and name it.	Cut out pictures in a flyer that start with your sound and name them.	Play Tic-tac-toe with a partner using your sound cards. Place cards in a grid of 9 pictures. Use chips to mark your spot.	Read a book together and help your child find words starting with your sound.
While making a meal , name foods or things in the kitchen that start with your sound.	Create a 'Sound Box' . Find objects in your house that start with your sound. Say the words and fill the box.	Play a listening game on the way to school. Say a word and ask your child if it started with his/her sound.	Play 'Go Fish' or 'Memory' using pairs of your sound cards.	At the grocery store , name all the foods with your sound.	Place your sound cards around a room and turn off the lights. Use a flashlight to find the cards and name them.	Take turns saying the words on your sound cards. Give your child a puzzle piece , for each word named and finish the puzzle.
Call a friend or family member. Tell them your sound and say ten words with your sound.	While at the park or on a walk , name things that start with your sound.	Make a doorknob hanger using a piece of paper with a hole cut in it. Glue pictures with your sound on the paper. Hang it on the door. Say the words when you walk by.	Play a matching game with pairs of sound cards. Mix them up and put them face down on a table. Take turns choosing and naming 2 cards as you find the matched pairs.	Make a placemat . Draw pictures with your sound on it. Before leaving the table, name all of the pictures.	Tape pictures of words with your sound to the bathroom mirror . Say each word 10 times before brushing your teeth.	Choose a magic word of the week with your sound. Pick a word you would use often. Practice it throughout the week.
Put paperclips on your sound cards and place them on the table or floor. Use a magnet to lift them up. Name the card you lift up.	Look at pictures in a book . Name pictures that start with your sound.	Put your sound cards on the floor . Hop to each card and say the word.	Make a road using your sound cards. Name each word as you drive over it with a toy car.	Go on a treasure hunt for objects with your sound. Name each object you find.	Name 2 or more pictures from your sound cards and get a sticker or stamp for each .	Clip your sound cards on clothespins . Line them up like bowling pins. Roll a ball and name the card that is knocked down.