

Introduction:

Some children consistently leave off the last consonant of words. This makes their speech very difficult to understand. We expect that children will have stopped doing this by age 3 years. If children continue to leave off final consonants after they turn three, we consider them to have a phonological disorder.

We can help children correct this by helping them first to hear the difference between words that do and don't have final consonants and then to speak the words correctly with or without the final consonants.

Instructions:

The following worksheets include "minimal pairs" of words that sound exactly the same except that one has a final consonant and one does not. Start with the level one instructions and only move up to the next level when the child can consistently complete the previous level's activity with 80% accuracy.

Level One: Listening

Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the final consonant when you say the pair again and help him point to the correct one.

Level Two: Single Words

Have the child speak each word in the pair. Make sure he says them differently by saying the final consonant on one word and not on the other.

Level Three: Sentences

Have the child use both words in a sentence, like "I see the bee and I see the beak" or "The bee landed on the beak". Start with shorter sentences and work your way up to longer ones. You can tell the child sentences to use at first and then as he gets better, ask him to make up his own sentences.

More Information:

For more information on treating phonological disorders, click the link below:

<https://www.speechandlanguagekids.com/phonological-processes/>

Final Consonant Deletion Worksheet 1

By Carrie Clark, CCC-SLP
www.SpeechAndLanguageKids.com

Instructions: Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening

Tell the child what each picture is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the final consonant when you say the pair again.

Level Two: Single Words

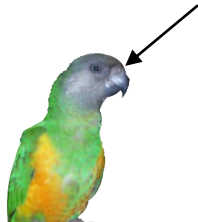
Have the child speak each word in the pair. Make sure he makes them differently by saying the final consonant on one word and not on the other.

Level Three: Sentences

Have the child say both words in a sentence, like "I see the bee. I see the beak". Start with shorter sentences and work your way up to longer ones.



bee



beak



bike



bye



boat



bow



boot



"boo!"



cake

K

"kay"



cow



couch

Final Consonant Deletion Worksheet 2

By Carrie Clark, CCC-SLP
www.SpeechAndLanguageKids.com

Instructions: Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening

Tell the child what each picture is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the final consonant when you say the pair again.

Level Two: Single Words

Have the child speak each word in the pair. Make sure he makes them differently by saying the final consonant on one word and not on the other.

Level Three: Sentences

Have the child say both words in a sentence, like "I see the bee. I see the beak". Start with shorter sentences and work your way up to longer ones.



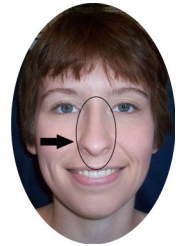
lie



light



no



nose



plane



play



key



keys



sew



soap



tie



time

Final Consonant Deletion Worksheet 3

By Carrie Clark, CCC-SLP
www.SpeechAndLanguageKids.com

Instructions: Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening

Tell the child what each picture is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the final consonant when you say the pair again.

Level Two: Single Words

Have the child speak each word in the pair. Make sure he makes them differently by saying the final consonant on one word and not on the other.

Level Three: Sentences

Have the child say both words in a sentence, like "I see the bee. I see the beak". Start with shorter sentences and work your way up to longer ones.



arm

R

"ar"



bag



"baa"



treat



tree



purse



purr



fork

4

four



drive



dry